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The School Journal

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THE SCHOOL JOURNAL

A Weekly Journal of Education

Vol. LXXIV.

For the Week Ending June 22, 1907

No. 25

OSSIAN LANG, Editor.

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Scientific Naturalists or Poets?

Or, Is Nature Study to be a Department of Literature?

President Roosevelt has rendered a positive service to nature study by his blow at the literary nature-faking industry. To be sure, he himself is no authority in nature study. The Rev. William J. Long is emphasizing this fact very vigorously. But he knows when a thing is wrong, and he is constitutionally opposed to every form of shamming. It is poor argument on the part of Dr. Long to try to prove the President in the wrong by telling what young Roosevelt did on the hunt. Why should the people be particularly interested in his opinions concerning Mr. Roosevelt? They want proofs for his wonderful nature tales. That's all.

There is no doubt that the ethical effects of Dr. Long's nature tales upon those who believe them to be true is better than that of the Roosevelt shooting diary. I have heard preachers very complacently tell stories as having happened to themselves, which had pleased a previous generation who read the earlier editions of Joe Miller. It is a way some ministers have of stirring a laudable sentiment into being by pretty inventions. It is called giving "local color" or the "personal touch." Less polite unregenerates call that sort of thing faking. The story-telling preacher with the "personal touch" probably regards the immediate effect of his story as of infinitely greater importance than its want of matter-of-factness. Just so the nature fakers will point to the noble thoughts and worthy resolutions that have been cultivated by the reading of their wonder-tales.

Now it is perfectly legitimate—begging Dr. Long's pardon—for President Roosevelt to raise the question whether nature study is to be ranked as a department of fiction, or whether it is to be what its introducers claimed for it, a coming in direct contact with cold facts. Pedagogic economy demands that each study shall occupy itself with certain specific objects, so that the curriculum as a whole may cover the complete round of purposes found suitable for cultivation at any particular stage. There is a place for symbolization—a large place—drawing its material from all departments. For want of a better name we call it poetry, and that includes fairy tales and similar creations of the human fancy. What President Roosevelt objects to is Dr. Long's insistence that fiction shall be accepted as fact. And he is right.

The fundamental mistake propagated by the nature fakers is that they invest animals with the complicated psychic sensibility of a highly-civilized human being. I have heard Dr. Long tell a romance of an oyster, as charming as the Loreley. If I could really get myself to believe the story I should never want to eat another oyster, and broiled live lobster—lobster being supposedly mentally more highly organized than the oyster—would be altogether out of the question. Now I am very fond of broiled live lobster, and so I shall not believe Dr. Long's story.

Nature fakers is a hard name, but then the President never stops to consult his Thesaurus. He

might have called them poets and he would have come just as close to the line, only the cut would not have been as sharp. Dr. Long and Mr. Charles G. D. Roberts are essentially poets, who see with the eyes of the poet, and write with a purpose.

The President does not like compromises. It has got to be labeled either science or poetry—like patent medicine, forty-six per cent. alcohol. The N. E. A. Committee on Resolutions might well consider the appropriateness of commending the President for his continuous interest in the schools, or perhaps it might say a plain word concerning the mixture of fact and fiction in the periods allotted to nature study.

Edward Chester Delano has been a faithful and sweet-tempered toiler during the more than fifty years of service in the Chicago school system. He has labored unceasingly for the education of the children. He loved the young, and they loved him and confided in him. The teachers respected him and trusted implicitly his sympathy and sincerity. In all the turmoil and ceaseless agitation which have kept the schools of Chicago astir and have frequently drawn them into the factional struggles of politicians, he preserved a calm equanimity and never lost the single-heartedness of his devotion to his professional work. Superintendents came and went. He gave his loyal support to each one. He knew he lacked the aggressiveness necessary to leadership, and was contented to be a trusted follower. The change of boards of education and the many upheavals attending them did not affect his position.

How Dr. Cooley loved him may be judged from the words spoken when the news of Mr. Delano's death was received. "Mr. Delano," he said, "was the ablest man in the public school system. He was gentle and strong at the same time. No matter what happened he always preserved the same calm exterior which inspired confidence in everybody associated with him. He did not know what disloyalty meant."

Mr. Delano was seventy-four years old when he died. He was a native of Massachusetts and a graduate of the Bridgewater Normal School, class of 1850. His work in Chicago began in 1856 as teacher in the old Central High School. He reminded me in many ways of Dr. Albert G. Boyden, and several times I mistook one for the other. In character they certainly had much in common. The keynote of the lives of both has been unselfishness.

Mr. Charles D. Lowry has been reinstated in the office of district superintendent of schools in Chicago. Last June the Dunne Board, in its unearthly wisdom and its multiplicity of individual reform schemes, retired him. On Dr. Cooley's recommendation he has now been appointed to fill the vacancy caused by the death of Edward C. Delano. The next move in Chicago will be the re-establishment of the merit rule in the appointment and promotion of teachers.

The St. Louis plan of admitting to the eligible list of teachers those who can present proper credentials of efficiency, without the customary inquisitional tests, should commend itself elsewhere.

The indignities to which candidates for positions in some school systems are subjected are a disgrace to American civilization.

THE SCHOOL JOURNAL is collecting instances to publish to the world to prove the need of compelling school authorities to accord at least decent treatment to those who desire to teach in the schools. If you who read these lines will send to the Editor concrete examples of humiliations to which teachers are subjected, you will help to bring about a better state of affairs.

New Haven is one of the meanest cities in this country as regards salaries paid to the teachers. After a careful preparation for school work a woman may earn \$300 a year, or twenty-five dollars a month, and yet there are business men in that town who are opposed to any improvement of conditions. What is the matter with Yale University? With all the professors it has, can it not convince the townspeople of the value of public education? The regeneration of the town certainly ought not to be an impossibility.

Folk dance faking appears to be the newest industry in the school field. With all her wonderful variety of dances Spain never dreamt of turns and hops such as were exhibited at a recent school presentation of "folk dances." Costume doesn't make a dance. Let us have the real thing. The schools cannot afford to fake.

At last the backbone of Philadelphia's antiquated system of promotion in the elementary schools is to be broken. It never had any reasonableness in it. Annual promotions of the *Procrustes Philadelphia* type are an abomination. Semi-annual promotions are an improvement, but they do not yet meet the issue. They are merely a compromise revealing good intentions.

Alabama is considering the need of improving her system of school supervision. A bill now in the Legislature provides that hereafter only a teacher possessing the first grade or life certificate shall be eligible as superintendent. The *Birmingham Age-Herald*, the leading paper in the State, writes that more than sixty superintendents are fighting the bill. The same newspaper has this to say editorially of present conditions:

Alabama is perhaps the only State in the Union that permits any county to elect any one, no matter how unfit, to the office of county superintendent. Alabama has had county school superintendents who could not read and write, and, so far as the law is concerned, she may have more of that sort.

It certainly is high time that radical measures be taken. Alabama is having an educational awakening.

The sessions of the Home and School Department of the American Institute of Instruction promise to be unusually profitable. Mrs. Mary I. Wood, of Portsmouth, N. H., will be the leader. The general topic of discussion will be "Home Rights and School Responsibilities." The school's responsibility in carrying children, especially the slow and backward ones, thru promotion and graduation will be considered, also the desirability of having teachers visit the homes to become better acquainted with the home environment of their pupils and the sort of people with whom they live outside of school hours. At another session the responsibility of the

school for the moral training of the child will be the central subject of discussion. The theory will be advanced that the adolescent must receive direct moral training in the public schools; that the high school is the stepping-stone between the home, where the child is the center of everything and about whom every other interest revolves, and the community, where the adult is but one among others of his kind, each having equal rights, equal responsibilities, and equal obligations to self; that as the adolescent enters the grades commonly covered by the high school he has entered into community life, and is swayed by the ethical theories of the school community in which he lives.

The importance of the problem which the department has selected for discussion ought to attract a large audience.

Dorchester, Mass., the first place in the United States to use the town meeting, the first to establish a free school supported by popular tax, and the third oldest settlement in New England, celebrated on June 8 the 277th anniversary of its founding.

A Consumption Catechism for School Children.

"A Consumption Catechism for School Children" is the subject of a pamphlet being printed by the Department of Health of the City of New York for distribution in the schools of the city. Thru the help which has been promised by the Department of Education it is expected to get this catechism into the hands of every one of the 600,000 and more children attending the public schools. Another large group of children will be secured, it is expected, from parochial and private schools. As these cards will bear the imprint "Take this card home and show it to your family and friends," and as it is planned to have the teachers give this same advice to their pupils, this will prove the most widespread and thoro distribution yet attempted in this country of printed instructions on the subject of consumption.

In a series of thirty-two questions and answers the catechism briefly and simply tells what consumption is, how it is conveyed from person to person, "how you can keep from getting it," "how you can keep others from giving it to you," and how it is cured. Added to the catechism is a list of the associated special tuberculosis dispensaries and a map of the city showing the district allotted to each one of these.

Altho the pamphlet is primarily designed for school children it contains much material which will be of help to their parents and older brothers. Such an answer as that given to the question "What are the first signs of the disease?" will warn many an unsuspecting person that an examination by a competent physician should not be put off. "Loss of strength, cough, fever in the afternoon, and loss of weight, sometimes bleeding or hemorrhage of the lungs, and the coughing up of sputum or phlegm," are the first signs that the unwary are now told to look for. After describing how one person infects another thru the germs which are contained in the spit of the consumptive or in the invisible droplets sprayed out when consumptives cough or sneeze, it is stated that those who are sickly or run-down from disease, overwork, or intemperance, and whose systems cannot fight the bacilli are the most likely to get consumption, just as the ordinary cold or cough, if neglected, is the most common sickness that develops into consumption. Thoro cleaning and disinfection of houses or rooms newly

moved into are urged as one essential safeguard against the consumption germs which a careless consumptive may have left in rooms occupied by him.

"Even if the tubercle bacilli get into the lungs of a healthy person they are usually killed there," it is stated, and so the lesson is plain that the first great rule to keep from getting consumption is simply "keep as well as possible." To do this four things are recommended: fresh air, proper food, cleanliness, and temperance in all things. If a cough lasts more than two weeks, an examination of the lungs by a competent doctor or at a special tuberculosis dispensary is advised. A minimum program for cleanliness is set forth in two warm baths a week and in cleaning house with damp brooms and cloths, while for air it is stated that every

study and living-room should be aired several times a day and one window in the bedroom kept full half open all night.

The catechism in answer to the question "Is it dangerous to live or work with a consumptive?" answers "no, not if he is careful and clean; careful to destroy all the sputum he coughs up and never to spit on the floor or streets." It is said that consumption can be cured if treatment is begun early by good food, fresh air and rest, and such medicines as the doctor may prescribe. If a consumptive cannot go to a country sanatorium he is advised to go to a doctor or a dispensary, to keep out in the fresh air and sunlight as much as possible, to keep his windows open day and night, and not to waste time or money on patent medicines or advertised cures.

Colleges and Universities.

Ambassador James Bryce delivered the convocation oration at the graduation exercises of the University of Chicago on June 11. His subject was "What University Instruction may do to provide intellectual pleasures for later life."

"I ask you to join with me," said Mr. Bryce, "in considering the value and helpfulness to the individual man of scientific studies and of literary studies, respectively, not for success in any occupation or profession, nor for any other gainful purpose, but for what may be called the enjoyment of life after university education has ended."

"All education has two sides. It is meant to impart the knowledge, the skill, the habits of diligence and concentration which are needed to insure practical success. It is also meant to form the character, to implant taste, to cultivate the imagination and the emotions, to prepare a man to enjoy those delights which belong to hours of leisure, and to the inner life which goes on or ought to go on all the time within his own heart."

"Every one of us ought to have a second or inner life, over and above that life which he leads among others for the purpose of his avocation, be it to gain money or power or fame, or be it to serve his country or his neighbor. He ought to have some pursuit or taste to which he can turn from the daily routine. Whatever the taste or pursuit may be, whether of a higher or commoner type, it is good for him; but, of course, the more wholesome and elevating the taste or pursuit is, so much the better for him."

The subject of the lectures which President Arthur T. Hadley is to give in Germany next fall will be "Economic Problems in the United States."

Princeton University is to have another splendid dormitory. The class of '77 has pledged itself to give \$100,000 for it.

At the alumni dinner of Union College on June 11, Dr. Alexander, President of the Alumni, announced a provisional gift of \$100,000 from the general education board fund, on condition that an equal amount be raised.

President Eliot of Harvard delivered an address to the Cornell Chapter of the Phi Beta Kappa Society, on its twenty-fifth anniversary, May 29. He said that the universities should be free from restrictions of caste, race, class, sect, and party.

At a meeting of the trustees of Columbia University on June 3 it was announced that \$430,000

had been contributed anonymously toward the cost of Kent Hall, the new building for the schools of Law and Political Science.

Yale's New Mining Plant.

Hammond Hall, the new Yale metallurgical laboratory, was completed on June 11. The Sheffield Scientific School now has the only complete concentrating plant of its kind in the country.

The laboratory was presented to Yale two years ago by John Hays Hammond, the former South African mining engineer. Mr. Hammond is at the head of the Department of Mining Engineering at Yale.

Class Day at Princeton.

June 10 was devoted to Class Day exercises at Princeton University. It was the University's 160th commencement.

Donald Grant Herring, of Bloomsburg, Pa., as Master of Ceremonies, made a brief speech reviewing Princeton's progress during the last four years.

The class of 1907 has 288 members. Of these, 159 members are in the Academic Department; thirty-nine in the scientific course, thirty-nine in civil engineering.

George Washington University.

If funds can be raised, the George Washington University is to be rebuilt on a new site.

"The Federal City," Washington wrote in January, 1795, "from its centrality and the advantages which in other respects it must have over any other place in the United States, ought to be preferred as a proper site for such an university."

In his appeal for funds for a new site for the University Richard D. Harlan, son of Justice Harlan of the United States Supreme Court, special representative of the George Washington University movement, says:

"One great State in the Union and towns and counties innumerable thruout the land have been named in honor of Washington. A colossal shaft of white marble, fit symbol of the purity and dignity of his character, is his special memorial, dominating the beautiful city bearing his name. But the great university at the Capital of the nation—the one monument of himself that he most desired, and for which he may be said to have provided in his own last will—still remains unbuilt. Has not the nation reached that stage in the development of its national consciousness and its sense of unity when what has been aptly called 'Washington's University' should at last be created?"

The World We Live In.

A weekly department of significant general news notes, conducted by C. S. Griffin, editor of *Our Times*, a model weekly newspaper which is used by many schools for the study of weekly events.

Dr. Angel Ugarte, Honduran Minister to Washington, lately arrived in this country. He wishes to obtain recognition for the new government. He will also urge that Nicaraguan troops be withdrawn from Honduras.

The number of foreign-born Bohemians in the United States in 1906 has been estimated at 517,300. Of these, 40,000 are in New York. About 48,000 are in Texas. The remainder are scattered thruout the West and Southwest.

A feature of the commencement program at the Naval Academy of Annapolis was a sham battle between two battalions of the brigade of midshipmen.

The attack upon the Academy was made by the full First Battalion from a base on Cemetery Hill, overlooking the parade ground. It was successfully repulsed by the Second Battalion, which surrounded and captured the attacking force.

The dissatisfied wine growers of France made a monster demonstration at Montpellier on June 9. From 400,000 to 600,000 people paraded the streets. They earnestly demanded that the Government put a stop to the wholesale adulteration of wine. This demand was made at a great meeting at Perpignan, on May 19.

The people then gave warning that if it was not heeded a great civil strike of the wine growers would go into effect on June 10.

On June 10 the strike was formally opened by the Mayor of Narbonne, who resigned with the entire municipal council.

Invitations to Spanish King.

The Spanish Republics of South America are trying to induce King Alfonso of Spain to visit Argentina, Chile, Peru, and perhaps Mexico. The idea is to have him follow pretty nearly the same route as that taken by Secretary Root.

It is thought that for the King to take such a trip would have the effect of promoting commerce and trade between Spain and her former colonies in South America. It may lead to a kind of Pan-Spanish union for the purpose of resisting political and commercial encroachments of the United States.

There is still very strong Spanish sentiment in South America.

War Renewed in Central America.

Hostilities have broken out again in Central America. On June 11 a force of Nicaraguans, assisted by Salvadoran revolutionists, captured Acajutla, Salvador. General Ricas, a Nicaraguan, took charge of the town.

It is believed that General Zelaya, of Nicaragua, has declared war against Guatemala.

Peruvians as Engineers.

Next to the Romans, the ancient Peruvians were perhaps the most efficient civil engineers. Their roads were marvelous, and one, the highway from Quito into the Chilean dominion, was one of the most remarkable roads the world has ever known.

It was twenty feet wide and two thousand miles in length, passing over snow-capped mountains, thru cañons cut for miles thru the solid rock, and across turbulent mountain streams and rivers. The feat of constructing this road might well try the skill of our best modern engineers.

How Shoes Are Made.

Fifty years ago the farmers of New England made their own shoes, but since the introduction of machinery the home-made article has vanished.

A factory employs on an average two hundred to three hundred people, who can turn out two thousand to twenty-five hundred pairs of shoes a day. No single operator makes a complete shoe. One cuts out the soles, another the uppers, and another the heels. One operator will make the buttonholes, another the hems, and another sews on the buttons, each one using a separate machine.

A buttonhole machine will make about five thousand holes a day, and it is calculated that each pair of shoes passes thru more than fifty hands before it is ready to wear.

A Peace Platform.

The Thirteenth Lake Mohonk Conference on International Arbitration recognizes with profound gratitude the development of those forces which are making for international peace thru international justice. The promotion of intercourse, friendship, and amity among the nations, the organization of international bodies in commerce, science, and philanthropy, the demand for higher standards of international morality are but preludes to greater harmony and unity among the peoples of the world.

We mention with satisfaction among the events of the last twelve months the holding of the Pan-American Congress, the visit of Secretary Root to the South American Republics, the organization in the United States of a branch society for international conciliation; the international conference for the revision of the Geneva convention of 1864, the holding at Washington of the first annual meeting of the American Society of International Law, organized in 1905, at the Mohonk Conference, and the publication of its organ, the *American Journal of International Law*; the formation of the Japan Society for the cultivation of friendly relations between Japan and the United States; the increasing disposition of nations to assist each other in time of famine and disaster, and the holding in New York of a National Arbitration and Peace Congress of far-reaching influence.

The meeting of the Second Hague Conference next month marks another epoch in the history of international development. We note with gratification that twenty-one American republics will participate therein. We urge as the most immediate and important action to be taken by this Second Hague Conference the following measures:

(1) A provision for stated meetings of the Hague Conference.

(2) Such changes in the Hague Court as may be necessary to establish a definite tribunal always open for the adjudication of international questions.

(3) A general arbitration treaty for the settlement of international disputes.

(4) The establishment of the principle of the inviolability of innocent private property at sea in time of war.

(5) A declaration to the effect that there should be no armed intervention for the collection of private claims when the debtor nation is willing to submit such claims to arbitration.

We commend, in accordance with our resolution of last year, the consideration by the Hague Conference of a plan for the neutralization of ocean trade routes.

Strikes in Japan.

The situation at the Besshi Copper Mine, near Shio, Japan, is said to be very grave. More than one thousand striking employes are said to be using dynamite and gunpowder freely. The strikers are determined to destroy the mine.

Warship Launch Lost.

A launch belonging to the battleship *Minnesota* disappeared in Hampton Roads on June 10. It is feared that all on board perished.

These were six midshipmen fresh from the Academy of Annapolis, a young marine officer, a coxswain, and four other enlisted men.

World's Biggest Dam.

Plans for the Stanley Lake Irrigation System have been perfected. This is a project for irrigating the arid land about the city of Denver, Col. It will cost between \$3,000,000 and \$6,000,000 to carry it out.

By building the largest dam in the world at a lake site northwest of Denver, the flood waters are to be held and then distributed over a large territory.

A combination of Eastern and Denver capitalists has been formed to put the scheme thru. It is capitalized at \$12,000,000. It is called the Denver Reservoir Irrigation Company.

France Wants to Aid Us.

France recently offered her good offices to the United States to promote a complete understanding between this country and Japan in the Far East.

The Government at Washington, while not caring to avail itself of France's services, replied very courteously and expressed deep appreciation of the friendly offer.

Lumber and Timber Products of Two States.

A recently issued census bulletin places the production of lumber in Minnesota during 1906 at 1,794,144,000 feet, against 1,925,804,000 feet in 1905. There were also produced 501,673,000 laths and 56,232,000 shingles, against 422,025,000 laths and 193,738,000 shingles in 1905. Michigan, during 1906, produced 2,094,279,000 feet of lumber, being an increase of 374,592,000 feet over 1905. This State also turned out 317,395,000 laths and 915,153,000 shingles, against 221,386,000 laths and 875,051,000 shingles in 1905.

Georgia Day at Jamestown.

June 10 was Georgia Day at Jamestown. President and Mrs. Roosevelt arrived in the morning to help celebrate it. One feature of the day was the opening of Bulloch Hall, a replica of the early home of President Roosevelt's mother, at Roswell, Ga. It was erected as the Georgia State Building.

The President spoke from the reviewing stand. In the afternoon he addressed the National Editorial Association in the Exposition auditorium. On both occasions he was enthusiastically received. He also reviewed the warships of seven nations. The sea-fighters were in gala attire. The flags of the different countries made a striking picture.

President Roosevelt on the *Mayflower* passed over the same course as when he visited the Exposition on the opening day. Each vessel in turn greeted him with a salute of twenty-one guns. After completing the circuit, the *Mayflower* came to anchor within the group of flagships. The President then received the flag officers of the Atlantic Fleet.

Later he received the foreign flag and commanding officers.

The President also reviewed the military parade under command of Colonel Reed of the Twenty-third Infantry, as Grand Marshal. Foreign and American sailors and marines, the artillery from Fortress Monroe, the cavalry, artillery, and infantry stationed at Camp John Smith, West Point, cadets, Annapolis cadets, Fifth Georgia National Guard marched in the parade.

As part of the ceremonies in the Georgia State Building, Governor Terrell, on behalf of his State, presented a silver service costing \$10,000, to the battleship *Georgia*.

A reception by the women of the Georgia Commission was then held in honor of President and Mrs. Roosevelt.

Deceptive Buyers.

Consul F. D. Hill, of Amsterdam, sends the following warning to the American export trade:

Amsterdam has for several years been the abode of a number of petty swindlers, who order on the strength of flaming letter heads, concerning whose operations I have previously reported. The great trouble in checkmating these schemes was due to the fact that the people swindled could not come here to prosecute the parties. These parties usually ordered from twenty-five dollars up to \$400 worth of goods, directing their shipment to well-known and reliable forwarding agents via Antwerp.

The head of a credit agency, to whom I have turned over certain letters, has recently had published in a daily Amsterdam newspaper of wide circulation an extended article, with extracts from letters, etc., showing fully the operations of these gentry, and I hope that this publicity may do some good. Our people at home should be warned in some public way. The parties bitten at home write me often inclosing bills for collection, but it is too late in their cases. Our merchants should not insist on f. o. b. New York, but they should not—at least in \$400 or \$500 orders—ship goods to people without for the first time asking and investigating their international banking references, which all genuine importers are quite willing and able to give. The slightest investigation would have saved in one case, the loss of thousands of dollars. I suppose that during the last eight years I have had two dozen cases in which one man has ordered goods without paying for them. This man, as well as many others, is well known to the police, that department of the city government having previously published a list of these men for distribution.

Educational Meetings.

June 24-26—South Carolina State Teachers' Association, Chick Springs.

June 25-27—Ohio Teachers' Association, Put-in-Bay.

July 1-3—Oregon State Teachers' Association, Western Division, Salem. Miss Aphia L. Dimick, president.

July 1, 2, 3—American Institution of Instruction, Montreal.

July 2, 3, 4—Pennsylvania State Educational Association, Greensburg. Supt. R. B. Teitrick, president, Brookville, Pa.

July 9-12—National Educational Association, Los Angeles, Cal.

October 17-19—Vermont State Teachers' Association, Burlington, Vt.

October 17-19—Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.

December 26, 27, 28—Montana State Teachers' Association, Missoula.

December 31-January 1, 2, 3, '08—Colorado State Teachers' Association.

Scrofula, dyspepsia, rheumatism, kidney complaint, catarrh and general debility are cured by Hood's Sarsaparilla.

Practical Benefits of Manual Training in the Schools.*

By PRIN. ARTHUR W. KALLAM, Marlboro, Mass.

The manual training movement is comparatively new. The first school to teach manual training was founded in this country in 1879 at St. Louis, Mo., and one was built in Chicago six years later. From 1885 to 1890 schools were founded in Philadelphia, Baltimore, and other American cities. These were all of the high school type, and only during the last few years has the movement reached down to our grammar schools.

The movement easily divides itself into two kinds: first, manual training proper, and second, the trade school, which is entirely a different thing and is founded more for teaching the grown-up child a certain trade. This takes the place of the old idea of apprenticeship. There is not the chance to-day for a man to learn a trade that there was twenty-five years ago, and as a result our skilled workmen are not gaining in numbers as they ought to.

What does manual training do for the child and how does it affect this condition? In the first place it holds the boy in school. Second, it gets the boy interested. Third, it gives a chance to the boy who is slow of speech but of mechanical aptitude an equal chance with the boy who is glib of tongue and has a good memory. Fourth, it leads him to like school for school's sake.

Dr. James P. Haney, director of the Manual Arts, New York City, in an address given before the Chicago Board of Education in a conference on truancy, said: "Manual training is the best truant officer a school system can employ. All corrective institutions find that their most valuable agent to a boy's reform is some useful form of handicraft. There are countless agents to draw a boy out of school. The manual arts are the best bonds to hold him in school. They are even better in prevention than in reform."

The boy who comes into the school-room at nine o'clock in the morning and is obliged to sit there for three hours with a fifteen-minute recreation period, in a chair which is hard at best, who cannot move without bringing the wrath of the teacher down on his head, not in the old way, but in new ways (altho, I am glad to say that these teachers are growing less and less), and who is obliged to do what the teacher says without question, is it scarcely to be wondered at that Johnny plays truant on some fine day in spring? He has nothing to keep him in school. But that day, when he can do something with his hands, when he can make something that he likes, or when he can do something that will give him power to do something he likes to do, that day is the day you find Johnny in school. And if those days come often he is in school often and the time will come when he comes to school for school's sake.

Interest.

It is mighty hard work to do something you are not interested in. Kipling says: "'Taint cause you bloomin' can't, it's cause you bloomin' won't." You can do anything you set out to do. You cannot do anything as well, if you are not interested, as you can if you are. That is a law. Johnny starts for school. He has two courses open to him; one the woods in which he is interested. The other, school, in which he has no interest. If he goes to the woods he will be punished if he is caught. Will the joy of a day from school compensate for his punishment? Question which has to be settled by Johnny. But on the other hand, if he could do something he liked to do what a difference. The woods do not enter his head.

I have a boy in my school to-day who has been a

*Extracts from paper read before a Grange meeting.

terror to the neighborhood and all his teachers. In September he came to me. I put him in one of my lower grades. The teacher got hold of him thru manual training. He will cut out work that she has to have for the rest of the class. He has gotten the rest of his work done and then made log cabins, calendars, little stands, beds, etc. These are not finished articles and handsomely done. The boy gets very little direction in the matter. But he likes to do it and so he behaves the rest of the time. He has "kicked over the traces" only once in four months.

The Child Slow of Tongue.

If you visit a school, who is it who is called on? The dull child? No. He is rarely called on by many teachers. He is slow, and the teacher has a great deal to do and she cannot wait for the dull boy. Perhaps the boy cannot hear, and so he loses a lot of work. The lower part of the class get but a poor part of the teacher's time and sympathy. He cannot expect to enter the high school because he is not fitted and cannot do the work.

It is the testimony of the teachers of manual training thruout the country that many times the work of these scholars is equal to or superior to the work of children who could do the work of the ordinary high school. Prof. A. M. Woodward, of St. Louis, says that one of the boys who came to him was so fearfully slow of speech that the teachers often refused to wait for him to answer an easy question. One of the first things heard from this boy was that he had invented a new tool by which more work could be done than formerly. Many of the slow, hard-working boys come to be our prominent men, and many of our bright ones are not heard from after leaving college.

Give the Child a Chance.

In all my study I have not found a man who claims that manual training was a cure for all the evils which exist in our schools. But they do claim that a boy does have the right and ought to have the chance to learn how to express some of his ideas in concrete form; to work out his ideas in wood or iron or lead or any other material which is suitable. The power of the boy to do a piece of work and do it well is of immense value.

The object of manual training is mastery; mastery of tools, mastery of materials, mastery of the external world, and thru all the mastery of the boy himself.



Dartmoor Church.

The highest church in England stands on Dartmoor, 1400 feet above the level of the sea. It is the Church of St. Michel and All Angels.

The church was built by French and American prisoners of war in the early days of the nineteenth century. The parish of Lydford in which it stands is the largest parish in England, 60,000 acres of moor and heath.

The rector of Lydford has appealed to the public for funds to restore the building.

The Women Who Work.

According to a report lately issued by the Census Bureau, based on the returns of the year 1900, just 4,833,630 women were in that year at work in the United States. Most of them are young.

About one-quarter were house servants. The others do all kinds of work. Some are pilots, conductors, baggage-men, machinists, and carpenters. Many are teachers, dressmakers, laundresses, and farmers.

Old Latin Hymns.

Pange Lingua Gloriosi.

By VENANTIUS HONORIUS CLEMENTIANUS.

Pange; lingua; gloriosi
 Lauream certaminis,
 Et super crucis trophaes
 Dic triumphum nobilem,
 Qualiter Redemptor orbis
 Immolatus vicerit.

De parentis protoplasti
 Fraude Factor condolens,
 Quando pomi noxialis
 In necem mersu ruit
 Ipse lignum tunc notavit,
 Damna ligni ut solverat.

Hoc opus nostrae salutis
 Ordo depoposcerat,
 Multiformis proditoris
 Ars ut artem falleret,
 Et medelem ferret inde
 Hostis unde laeserat.

Quando venit ergo sacri
 Plenitudo temporis,
 Missus est ab arce Patris
 Natus orbis Conditor,
 Atque ventre virginali
 Carne amictus prodiit.

Vagit infans inter arcta
 Conditus praesepia
 Membra pannis involuta
 Virgo mater alligat:
 Et Dei manus, pedesque
 Stricta cingit fascia.

Lustra sex qui jam peregit
 Tempus implens corporis,
 Sponte libera Redemptor
 Passioni deditus,
 Agnus in crucis levatur
 Immolandus stipite.

Felle potus ecce languet
 Spina, clavi, lancea;
 Mite corpus perforatur;
 Unda manat, et cruor;
 Terra, pontus, astra, mundus;
 Quo lavantur flumine.

Crux fidelis! inter omnes
 Arbor una nobilis!
 Silva talem nulla profert
 Fronde, flore, germine:
 Dulce ferrum, dulce lignum,
 Dulce pondus sustinent.

Flecte ramos, arbor alta,
 Tensa laxa viscera,
 Et rigor lentescat ille
 Quem dedit nativitas;
 Et superni membra Regis
 Tende miti stipite.

Sola digna tu fuisti
 Ferre mundi victimam
 Atque postum praeparare
 Arca mundo naufrago,
 Quem sacer cruor perunxit
 Fusus Agni corpore.

Sempiterna sit beatae—
 Trinitati gloria;
 Aequa Patri, Filioque;
 Par decus Paraclito:
 Unius Trinique nomen
 laudet universitas. Amen.

TRANSLATION by Dr. NEALE.

Sing, my tongue, the glorious battle,
 With completed victory rife;
 And above the Cross's trophy
 Tell the triumph of the strife;
 How the world's Redeemer conquer'd
 By surrendering of His Life.

God, his Maker, sorely grieving
 That the first-made Adam fell,
 When he ate the fruit of sorrow,
 Whose reward was death and hell,
 Noted then this Wood, the ruin
 Of the ancient wood to quell.

For the work of our salvation
 Need would have his order so;
 And the multiform deceiver's
 Art by art would overthrow,
 And from thence would bring the med'cine
 Whence the insult of the foe.

Wherefore, when the sacred fulness
 Of th' appointed time was come,
 This world's Maker left His Father,
 Sent the Heavenly Mansion from.
 And proceeded, God Incarnate,
 Of the Virgin's Holy Womb.

Weeps the Infant in the manger,
 That in Bethlehem's stable stands;
 And His Limbs the Virgin Mother
 Doth compose in swaddling bands,
 Meetly thus in linen folding
 Of her God the feet and hands.

Thirty years among us dwelling,
 His appointed time fulfill'd,
 Born for this, He meets His Passion,
 For that this He freely will'd;
 On the Cross the Lamb is lifted;
 Where His life blood shall be spilled.

He endured the nails, the spitting,
 Vinegar, and spear, and reed;
 From that Holy Body broken,
 Blood and water forth proceed;
 Earth, and stars, and sky, and ocean
 By that flood from stain are freed.

Faithful Cross! above all other,
 One and only noble tree!
 None in foliage, none in blossom;
 None in fruit thy peers may be;
 Sweetest Wood, and sweetest Iron!
 Sweetest Weight is hung on Thee.

Bend thy boughs, O Tree of Glory!
 Thy relaxing sinews bend;
 Or awhile the ancient rigor
 That thy birth bestowed suspend;
 And the King of Heavenly Beauty
 On thy bosom gently tend.

Thou alone wast counted worthy
 This world's ransom to uphold;
 For a shipwrecked race preparing
 Harbor, like the Ark of old;
 With the sacred Blood anointed
 From the smitten Lamb that roll'd.

To the Trinity be glory
 Everlasting, as is meet;
 Equal to the Father, equal
 To the Son, and Paraclite;
 Trinal Unity; Whose praises
 All created things repeat. Amen.

Scenes from the Aeneid.

[An Entertainment for the Virgil class.]

A few weeks ago the members of the Latin classes of the East Boston High School gave a unique entertainment.

The first part of the program consisted of the singing of Gounod's "Gallia" in Latin, by a chorus of sixty voices. The singers entered the hall from opposite sides of the room, in Greek costume. They walked slowly up the aisle the entire length of the hall to the stage, singing the chorus as they went.

The rest of the entertainment consisted of "scenes from the Aeneid." No text was used but the Virgil, with a line interpolated here and there to make connections. The program, with explanations given in English, is reproduced below, for the benefit of other high and secondary schools which may wish to stimulate interest in the classics in a similar manner.

The success of the efforts as made by the East Boston pupils and teachers may be appreciated from the following comments published in the *Boston Transcript*:

"East Boston people and, in fact, many teachers and students who are interested in the study of languages, are still telling of the success of the Latin play given by the high school pupils of that section recently. The scenes from the Aeneid, with their special music and dances were certainly a great treat to lovers of Latin.

"At this season of the year there is no lack of amateur presentations of all sorts of plays in various languages, but seldom is there so ambitious an attempt to make Latin a living tongue. This was much more than an attempt, however, for not only did the sonorous and stately hexameters of Virgil fall easily and fluently from the lips of these young people, but their whole spirit and bearing was so serious and dignified that the audience felt enveloped in a classical atmosphere.

"Altogether it was a remarkable performance for high school pupils, and those who had the good fortune to enjoy it, many of them students and teachers of Latin, freely expressed their admiration and warmly congratulated both pupils and teachers, especially the instructor in Latin, to whom most credit is due."

Outline of the Play.

Damatis Personae.

Aeneas
 Anchises, Father of Aeneas
 Ascanius, Son of Aeneas
 Priam, King of Troy
 Polites, Son of Priam
 Hector, Hero of Trojan War, eldest son of Priam
 Helenus, Son of Priam, Priest of Apollo
 Mercury, Messenger of Gods
 Panthus, Priest of Apollo
 Achates, Faithful Companion of Aeneas
 Ilioneus } Companions of Aeneas
 Cloanthus }
 Gyas }
 Sergestus }
 Pyrrhus, Son of Achilles
 Iopas, Carthaginian Bard
 Bitias, Carthaginian Nobleman
 Greeks
 Attendants and Followers
 Dido, Queen of Carthage
 Anna, Sister of Dido
 Hecuba, Wife of Priam
 Creusa, Daughter of Priam, Wife of Aeneas
 Andromache, Wife of Hector

Helen, Wife of Menelaus, cause of Trojan War
 Venus, Mother of Aeneas, Goddess of Love
 Cupid, Son of Venus, God of Love
 Iris, Messenger of Gods
 Barce, Nurse
 Hecuba's Daughters and Dido's Attendants
 Andromache's Attendants
 Dido's Attendants

ACT I.

SCENE I. Troy.

Night of the fall of Troy. Hector's Ghost warns Aeneas to flee.

SCENE II. Street.

Aeneas meets Panthus, who tells him Troy is in the hands of the Greeks. Aeneas warns his companions that to follow him is certain death.

SCENE III. Palace of Priam.

Hecuba and her daughters have fled to altar for protection. Pyrrhus pursues Polites and kills him. Priam reviles Pyrrhus and is himself killed.

SCENE IV. Temple of Vesta.

Helen seeks refuge at altar. Aeneas is tempted to kill her as cause of all the woe, but Venus interferes and warns him of the danger to his household.

SCENE V. House of Anchises.

Aeneas pleads with Anchises to fly. Anchises refuses. Aeneas is about to return to the fight when Creusa and Ascanius beg to go with him. An omen from gods causes Anchises to yield and they leave the city. Creusa is lost on the way.

SCENE VI. Street.

Creusa's ghost appears to Aeneas and encourages him.

GREEK DANCE.

ACT II.

SCENE I. Shore of Espirus.

Andromache sacrificing to Hector's memory. Aeneas approaches and hears her fate since the fall of Troy. Helenus comes in and welcomes him.

SCENE II.

Prophecy of Helenus. Tells of the long wanderings still before Aeneas—what to seek and what to avoid—and predicts future greatness.

MUSIC—CITHERA AND PIPES.

Music composed by Edward M. Evarts.

ACT III.

SCENE I. Carthage, seven years after opening of the story. After shipwreck.

Aeneas and Achates meet Venus disguised as huntress. She tells story of Dido, and sends them to her palace.

SCENE II. Temple of Juno.

Aeneas and Achates find story of Trojan War on temple walls. Dido and attendants enter. Aeneas and Achates wrapped in cloud of Venus are not seen. Ilioneus and other companions enter, and are well received. Aeneas discloses himself and all proceed to the palace.

SCENE III.

Venus appeals to Cupid to assume the form of Ascanius and fill Dido's heart with love for Aeneas.

SCENE IV. Dido's Palace.

Libation and invocation at the end of the feast.

GREEK DANCE. (By ten pupils.)

ACT IV. CARTHAGE.

SCENE I. Dido's palace.

Dido tells Anna of her love for Aeneas, and Anna encourages her.

SCENE II.

The love of Aeneas and Dido has grown on both sides.

Mercury sent by Jupiter to warn Aeneas to linger no longer in Carthage, but to hasten to found his new kingdom in Italy.

SCENE III.

Dido conscious that Aeneas is about to leave her, reproaches him. He replies he must obey the commands of the gods and seek Italy. Dido is frenzied and faints.

SCENE IV.

Dido and Anna alarmed by the preparations along the shore. Dido sends Anna to Aeneas to beg for delay. It is in vain and Dido determines to die.

SCENE V. Night on board ship.

Aeneas and his companions asleep.

Mercury appears to Aeneas and urges instant departure.

SCENE VI. Watch tower.

Dido, seeing them sail away, curses them and prays for everlasting enmity between Rome and Carthage.

Sends Barce to summon Anna to the sacrifice of all that Aeneas has left.

SCENE VII. Funeral pyre on which Dido has placed what Aeneas has left.

Dido bids farewell to life and mounts the funeral pyre. Kills herself with Aeneas' sword. Anna and attendants rush in with grief and horror. Iris appears and frees Dido's struggling soul.

The passages from the Aeneid used for the several scenes were as follows:

ACT I. BOOK II.

Scene 1: Lines 281-286; 289-295.

Scene 2: Lines 322; 324-335; 348-354.

Scene 3: Lines 519-524; 535-543; 547-550.

Scene 4: Lines 577-587; 594-620.

Scene 5: Aeneas says: *O celerate fugam*; then follow lines 638-649; 657-670; 675-678.

Ascanius (aged eight years) says: *O pater, pater audi, nos rape in omnia tecum*.

Lines 689-691; 701-704; 707-720; 733-734.

Scene 6: Aeneas says: *O Creusa, Creusa*, followed by lines 776-790.

ACT II. BOOK III.

Scene 1: Lines 310-312; 315-319; 321-343; 359-368; 374-395; 403-413; 420-425; 429-444; 453-462; 475-481; 486-491; 493-505.

ACT III. BOOK IV.

Scene 1: Lines 9-29; 31-53.

Scene 2: Lines 265-276.

Scene 3: Lines 305-326; 333-361; 365-387.

Scene 4: Lines 416-418; 424-436; 478-486; 492-498.

Scene 5: Lines 560-570; 573-579.

Scene 6: Lines 590-596; 607-629; 634-640.

Scene 7: Lines 651-658; 659-662; 675-685; 702-703.

Laboratory Exercises in Physical Geography.

[Continued from THE SCHOOL JOURNAL of May 25.]

Exercise 10.

OBJECT. (a) Measure the angle of altitude of trees, tower, and sun.

(b) Construct the angles.

MATERIAL. Four-inch quadrant graduated to degrees; dividers; protractor; spirit level; ruler.

DIRECTIONS. 1. Decide upon a tree or tower as near by as possible and then with the use of the quadrant measure the angle between a horizontal line determined by the position of the quadrant and a line drawn to the highest point of the tower or tree. Use the spirit level upon the base of the upright quadrant to see that the base is horizontal. Sight from pin placed at the center of the circle of which the quadrant is a part, across adjusted rider, to the top of the tree or tower. Read angle on the graduated edge of the quadrant and record.

2. Repeat by measuring the angle of altitude of the tree or tower at a much greater distance away. Record and compare the two angles you have measured. What do you decide is the relation of the angle of altitude of a body to the distance that body is away from you?

3. Place the quadrant in the sun and adjust so that the shadow of the rider will fall on the pin. Read the angle of elevation of the sun. Make note of time of day and date. If convenient measure the angle of elevation of the sun at (say) 10, 11, 12, 1, 2 o'clock in summer and in winter, and notice how the angle changes at different times of day and also the difference in altitude in summer and in winter. Look at a photograph showing clearly-defined shadows cast by upright bodies and tell the time of day at which the photograph was taken. Keep in mind that shadows at noontime in this latitude always point north. Also make an estimate of angle formed between line of shadow and a vertical. From your knowledge of the altitude of the sun at different times of day and year you

will be able to tell approximately the time of day the photograph was taken.

4. Draw two concentric circles, one having a diameter of two inches and one of six inches. Draw two diameters at right angles to each other dividing the circles into four equal parts or quadrants. How many degrees are there in each circumference? In each quadrant? Mark off in these circles by making use of the protractor all angles measured.

When objects are near, the angle of altitude is measured by an arc of a small circle; when far away, by an arc of a large circle. In your two concentric circles how do the altitudes of two equal heights compare?

Exercise 11.

OBJECT. Compare noon insolation received in different latitudes and in different seasons.

MATERIAL. Ruler; protractor; dividers; red ink, green ink; and an almanac showing sunrise and sunset times and noon position of sun.

DIRECTIONS. 1. Thru about the middle of the page draw two vertical straight lines everywhere exactly five centimeters apart. Label top of space between the lines "Insolation, etc.," the space to the left "On equinoxes, at latitude of . . ." the space to the right "At New York City [or substitute your home] on [dates]."

2. Close to the top of the page connect the vertical lines by two horizontal lines (top, red; bottom, green.)

Label top "100 per cent. of insolation," bottom "100 per cent. of surface." Opposite this figure, write in left column "Equator sun's rays vertical," in right column "scale five centimeters = 100 per cent.; one millimeter = two per cent."

3. Three centimeters below preceding "100 per cent. of surface" line draw another connecting horizontal line, uncolored, labeling it "100 per cent. of surface."

At the ends of this line and on the right sides of the vertical lines draw lines making with the perpendicular an angle equal to that of your home on summer solstice [for New York City: $41^{\circ}-23\frac{1}{2}^{\circ}=17\frac{1}{2}^{\circ}$].

Connect these two slant lines by a (red) line which is perpendicular to both and has its right end near base of right slant line. Measure it in millimeters, multiply by two, and label it "... per cent. of insolation." Opposite this in right column write "June 21," in left column "at [$17\frac{1}{2}^{\circ}$ n.]"

4. On the next "100 per cent. insolation" line (which from now on should be every four centimeters apart) let insolation be as many degrees from perpendiculars as "tropic of Cancer" is from equator. Proceed as in 3. Place in right column those dates on which by calculation and by reference to the almanac or to the analemma on the globe you find that sun is $23\frac{1}{2}^{\circ}$ from zenith of your place. [For New York City $41^{\circ}-23\frac{1}{2}^{\circ}=17\frac{1}{2}^{\circ}$. Sun is $17\frac{1}{2}^{\circ}$ n. of equator on ... and ...].

5. Ditto for insolation of an angle equal to your latitude.

6. For your latitude plus $23\frac{1}{2}^{\circ}$.

7. Arctic Circle.

8. North Pole.

TEACHERS: To prevent teamwork and to save time distribute Nos. 3-8 among various pupils—or have every one do 3, 5, and 6, and then give others every five degrees, or every ten degrees or so, depending on the size of the class. Then in tabulating results let class work results be bracketed or otherwise distinguished from the pupil's individual work.

9. To find by calculation the areas that "100 per cent. of insolation" covers, divide 100 per cent. of surface by the insolation it receives expressed decimally. For example, if a place receives at noon thirty-seven per cent. of insolation received where sun's rays are vertical, then 100 per cent. of insolation will cover 100 per cent. $\div .37 = 270$ per cent. of surface. Draw in green ink five millimeters below your 100 per cent. of surface lines showing by their length the surface covered. Label "... per cent. surface covered by 100 per cent. of insolation."

10. Insolation received varies not only with the angle of insolation as we have seen, but also with the period of insolation. Find out, naming source of your information, the number of hours of insolation on the various dates and places.

11. Tabulate your results:

Zenith dist. of the sun	0°	$17\frac{1}{2}^{\circ}$	$23\frac{1}{2}^{\circ}$	41°	$64\frac{1}{2}^{\circ}$	$66\frac{1}{2}^{\circ}$	90°
Angle of insolation ...							
Insolation per 100% of surface ...							
Surface per 100% of insolation ...							
At New York City							
dates ...							
hours of insolation ...							
On equinoxes ...							
at latitudes ...							
hours of insolation ...							
On summer solstice ...							
at latitudes ...							
hours of insolation ...							
On winter solstice ...							
at latitudes ...							
hours of insolation ...							

DISCUSSION. 1. How do the clouds, the humidity, the carbon dioxid, and the dust of the air affect the amount of insolation received? How do they affect the amount oblt by radiation at night?

2. How do the slopes north of Lake Geneva receive more insolation than they receive directly?

3. How does the thickness of the air traversed by

the insolation affect the amount of insolation that reaches the earth? At what times of the day, in what seasons of the year, and in what latitudes is this most effective?

4. Neglecting the effects of absorption, reflection, etc., how does the noon insolation on the equinoxes at [New York City] compare with that on the equator? Memorize.

5. How do the surfaces covered by the same amount of insolation at noon on the equinoxes compare for [New York City] and the equator? Memorize.

6. How does the noon insolation at [New York City] on a given area on the winter solstice compare with that received on the summer solstice? Memorize.

7. Compare the surfaces receiving equal amounts of noon insolation at [New York City] on summer and winter solstice. Memorize.

8. Is the noon insolation on the summer solstice greater at [New York City] or at the equator? Why?

9. How many hours of insolation on the summer solstice at [New York City] and at the equator? Memorize.

10. Compare the total amounts of insolation received in the day of the summer solstice at [New York City] and at the equator, with reasons.

11. Compare the total insolation received in twenty-four hours at [New York City] on the winter solstice with that received on the Arctic Circle on the equinoxes; with that on the summer solstice. Explain.

12. Why on its summer solstice does a pole receive more insolation (about twenty per cent.) than the equator that same day?

13. State the effects of perihelion and aphelion on our winters and summers in the northern hemisphere; on our summers compared with the summers in the southern hemisphere at the same latitude south.

14. How much of the following is true? Can you add anything?

Altho the earth is nearer the sun in our winter, yet our winter is cooler than our summer because (1) We receive fewer hours of insolation in the twenty-four. (2) The insolation has to pass thru thicker layers of air, hence less of it reaches us. (3) The insolation that does reach the surface is spread over more surface than in summer so that a given area receives less.

15. Similarly compare morning and evening with noon.

Value of Old English Plate.

At a recent sale at Christie's, London; £1,000 was paid for a Charles II. toilet service. Forty-two pounds was paid for a Charles I. seal-top spoon. Five hundred and eighty shillings an ounce was paid for a Commonwealth porringer.

The house in which Daniel Defoe wrote Robinson Crusoe is shortly to be pulled down. It is an old manor house near Tooting Junction, England.

Mr. W. M. R. French, Director of the Chicago Art Institute, has received a special decoration from the French Minister of Public Instruction and Fine Arts. The award is for the activity and interest shown by Mr. French in the artistic life of France.

What is a Clause?

A great hue and cry is going up at present throughout the length and breadth of the school land, demanding that more attention be paid to dictionary study by school pupils. It has occurred to the writer hereof that before our children be put to much labor at those ponderous volumes, the makers of books which teach English grammar should be required to reconstruct their texts so that these shall conform to said dictionaries. Let us examine into the meaning of the term *clause*, as set forth by the dictionaries, and also stated by certain grammar texts.

The *Century Dictionary* says under *clause*: In grammar, one of the lesser sentences which, united and modified, forms a compound or complex sentence. A clause differs from a phrase in containing both a subject and its predicate, while a phrase is a group of two or more words not containing both these essential elements of a simple sentence.

Worcester's Dictionary says under *clause*: A part of a sentence, or words, included between two commas or other stops.

The *Standard Dictionary* says under *clause*: Grammar. A sentence that enters as a subordinate part into a compound or complex sentence; distinguished from *phrase*.

The *Webster's Unabridged Dictionary* (1879) says under *clause*: Grammar. A portion of a sentence containing a subject and its predicate.

The *Webster's International Dictionary* (1900) says under *clause*: Grammar. A subordinate portion or a subdivision of a sentence containing a subject and its predicate.

A *New English Dictionary* (the great Oxford dictionary, which is not yet completed), says under *clause*: A short sentence; a single passage or member of a discourse or writing; a distinct part or member of a sentence, especially in Grammatical Analysis; one containing a subject and predicate.

An examination of the grammar texts found upon my own shelves—where several gaps show that volumes have been lent—shows that seventeen of these are in accord with the teaching of the dictionaries, while fourteen have seen fit to wrest this time-honored term to a new and peculiar sense,—that of *subordinate proposition* solely. In order to exhibit clearly the new use applied to *clause* by these texts, I quote the exact definitions:

A *clause* is a group of words containing a subject and a predicate, and used in the sentence with the value of a single part of speech.

"A School Grammar of the English Language."—EDWARD A. ALLEN.

A *clause* is a group of words containing a subject and predicate, which performs the office of a part of speech in a sentence.

"Elements of English Grammar."—GEORGE P. BROWN AND CHARLES DEGARMO.

A *clause* is a group of words used with the value of a noun, an adjective, or an adverb, and containing a subject and predicate.

"English Grammar."—CHESTINE GOWDY.

A group of words which is used as a part of speech and which contains a subject and predicate is called a *clause*.—WILLIAM T. HARRIS.

A *clause* is a group of words that contains a predicate and that is used to do the work of a single part of speech.

"Steps in English."—MCLEAN-BLAISDELL-MORROW.

A *clause* is a statement which has the value of a part of speech in a more comprehensive statement.

"The English Language and Its Grammar."—IRENE M. MEAD.

A group of words used as a part of speech, and having a subject and predicate, is a *clause*.

"English Grammar for Common Schools."—METCALF AND METCALF.

A *clause* is a group of words containing a subject and predicate and doing the work of a noun, an adjective or an adverb.

"Lessons in Language."—J. N. PATRICK.

A *clause* is a subordinate division of a sentence, containing a verb but not expressing a complete thought, and generally used to modify some leading word with which it is connected in construction.

"English Grammar."—QUACKENBOS.

A sentence containing one or more clauses is a complex

sentence. (This implies that the clause is always subordinate.)

"Essential Studies in English."—ROBBINS AND ROW.

A *clause element* is a group of words containing a subject and a predicate, and filling the office of a single part of speech. A clause element is always a subordinate clause. (The next statement seems to contradict this saying "on the basis of rank, clauses are divided into two classes: principal and subordinate.")

"Grammar as a Science."—B. F. SISK.

A *clause* is a union of subject and predicate used like (*sic*) some part of speech.

"Elements of Composition and Grammar."—SOUTHWORTH AND GODDARD.

A *clause* is a part of a sentence containing a subject and a predicate, and having the use of an adjective, an adverb, or a noun.

"The Elements of English Grammar."—W. F. WEBSTER.

A *clause* is a group of words that issued as a single part of speech and contains a subject and a predicate.

"Foundation Lessons in English Grammar."—WOODLEY AND CARPENTER.

The question arises at once, Is there any good and sufficient reason why a considerable number of the grammar texts should promulgate a use of the important term *clause* which is at variance with all the dictionaries and with a majority of the texts? The question is, of course, one of convenience to the author and teacher, some excellent instructors claiming that thus to narrow the definition of *clause* tends to simplify the subject of the complex sentence. But a grave injustice arises in the mere fact of there being current two distinctly different definitions of the common term, as *clause*. The injustice works most often in the unfair marking of examination papers, where a marker does not allow credit for both uses of the term, but marks with credit only for a single use.

The tendency in the grammar texts is toward greater and greater refinement and nicety of terms. But are we any better off, after all, than in the days when the popular grammar books did not even use the term *Complex Sentence*? I quote from "The Common School Grammar" of William C. Fowler, sometime Professor of Rhetoric in Amherst College: "A sentence consisting of two or more propositions is called a *Compound Sentence*." Not any useless distinction to puzzle the brain of the pupil. Only two kinds of sentences recognized, Simple and Compound. But if a worthy scholar could become professor at Amherst, and never have made any verbal distinction between compound and complex sentences, is it not probable that this classification does not deserve the emphasis given it in the modern text? This distinction is one very difficult for the young pupil. It is in fact a logical distinction, based upon the relative thought-dependence of various propositions, and it has to do solely with propositions, not with parts of speech.

It would be an interesting exercise and, I believe, one in line with "the scientific study of education," to discuss the relative merits of the above text-book definitions as regards the accuracy of their use of English. Several of these could scarcely be quoted at par in any market for elegant diction. But such a discussion would distract from the immediate contention of this article, which is that in the above group of text-book definitions each represents an untenable position.

It is scarcely probable that the devotees of exact grammatical analysis will permit us to return to the beautiful simplicity of Professor Fowler and his contemporaries. But it is certainly not too much to ask that the teaching of the school texts with regard to the term *clause*, or to any other term, shall not absolutely defy the specific authority of all the dictionaries!

Minneapolis.

JEAN SHERWOOD RANKIN.

Helping the School.*

By D. C. HEATH, Boston.

Between Home and School Time.

We do not stop to realize that for more than half of the child's waking hours he is "on the road," so to speak, between school and home. Neither the home nor the school is fully responsible for him, or at least they are not fully looking after him.

This is a very important time of a child's life. This is the time when he is being influenced for good or bad by his playmates, who often, sad to say, have more influence with him than have his parents. Many a life has been made or marred between school and home, but whose business is it to look after the child during this period? The school claims that it cannot and should not, and the parent does not, but should, and therefore I believe that one of the most important things a parents' association may do is to provide playgrounds and games as well, and oversight of those games, that parents may know that their children are being safely employed. Therefore a committee looking after this subject could do much good.

Playgrounds and Play.

Villages do not need playgrounds as much as cities, and yet villages should have playgrounds that belong to the village rather than to individuals. Playgrounds are in my judgment more important to the future welfare of the village than parks, franchises for street railways, or the location of tax-paying buildings.

If you already have playgrounds they are very likely not fitted with apparatus, and portions may not be set off for the smaller children; or if that be the case, you certainly have not some one appointed; perhaps a high school boy (if there be a high school) to teach the children games and to act as umpire and see that there is no unseemly conduct.

I believe strongly in play and its good effects; but in intelligent rather than aimless play, and therefore I advise that education associations should give it much more attention than it has ever had.

Play has a moral and intellectual as well as a physical value. You must have noticed that men having great capacity for play have also great capacity for work, and I believe more strongly than most of you probably do that the college boy who has judiciously engaged in some form of athletics is likely to do better mental work than the boy who has not; and the value of play is heightened when it calls forth the fundamental forms of human activity such as are used by the race in constructing, overcoming difficulties, attacking, defending; co-operating, and all the social arts that have occupied mankind for ages. Formal gymnastics will not so well produce manliness; energy, courage; fairness, endurance, and a proper knowledge of how to take defeats.

If the teacher will overlook or join in the games, he will find it a harvest field, if he desires to know the children as they really are, for on the playground the child is not under restraints and acts his real self.

Extending School Facilities.

Most small villages and many large ones have no superintendent of schools, and the children in many villages must leave home to prepare for college. A village education association can get the villages and country school districts along electric car lines

to unite in one good high school and combine to employ a superintendent.

Then, too, the ladies in the association who know the advantages of the Kindergarten can induce the parents of the little children to join in a petition to establish a kindergarten when the school authorities are not likely to because of the expense and because there is no demand. With the young children taken care of in the kindergarten and primary school, neighborhoods could combine and centralize grammar school pupils and have a strong union school instead of several weak, unclassified district schools.

Evening schools have never been in vogue in villages, but why should they not? Many country boys have to work all summer, and attend only the winter school, and many village children who have short terms of school and few wholesome diversions outside the home in the evening, might profit much by the right kind of evening school.

Helping the Boys and Girls.

Manual training is another factor in education which the country child has after his own plan at home. It would be better for him to learn the use of tools by a logical method which would develop the brain thru the systematic training of the hand, the eye, the judgment, the taste, and the conscience. We have known instances where a ladies' club started vacation schools in manual training for boys and in cooking for girls, and after a time induced the school committee to make these subjects an organic part of the school work, contributing the tools and appliances on hand toward starting the new department.

The social service committee of the association can help ambitious boys and girls in countless ways to make a place in the world for themselves by securing, for example, an apprenticeship, by finding a way to earn money with which to go to college, or to study art or music or engineering, or anything worthy the ambition of American youth.

Collections and Lectures.

In sections rich in historic treasure the association can serve the schools, and adults too, by collecting articles and recording and preserving historic data before the people who know whereof they speak pass off the stage. In time, memorial tablets, if merely of wood, can be put up to mark historic spots, and not only add interest to the neighborhood, but greatly increase in the minds of children an honorable pride in the town in which they live.

One very interesting and instructive thing is to prepare a loan exhibition of relics and curios, of books and of pictures which are works of art. The old town itself will be surprised to know what treasures are contained in its own homes. The small admission fee charged can be applied to the purchase of a new set of slides for the lantern, or new books for the library.

The association can hire a lantern and slides, and even a lecturer, and thus interest pupils in life outside of their own little community. They will want to pay a small admission to the second lecture, and so raise money to buy a lantern and slides. In many cities slides on various subjects are now loaned by the public libraries, and neighboring villages could exchange slides and thus save expense.

School Decoration.

School furnishing and decoration is a matter largely dependent on the parent, for decoration with

*Part IV of "The Work of a Village Education Association," begun in THE SCHOOL JOURNAL for May 18, '07, and continued thru the issues of May 25, '07, and June 8, '07.

pictures and casts is furnished for the most part by private aid, and the furnishing with apparatus which almost every city and country school needs is largely a question of whether the citizens are willing to be taxed extra to provide these things.

Therefore it is worth while to have a committee looking into these subjects. To this committee would fall the pleasant duty of making flower gardens for the windows, which will give an air of refinement and make the long hours pass less tediously; and if, unhappily, there are sunless rooms (as there certainly should not be in a village), the window gardens may be supplemented by an aquarium, which is always an interesting and instructive bit of life, especially to the smaller children. Suggestions for making an aquarium will be found in Teachers' Leaflet No. 11, by Mary F. Rogers, published by the College of Agriculture of Cornell University.

Do not forget that in the matter of school-room decoration good taste and clear thought go further than a long purse. The committee's goal must be

quality, not quantity; its question, not how much clay and paint for its money, but how much loveliness. The school committee may be induced to paint the walls, and public-spirited citizens may agree to furnish the permanent decorations, such as pictures, casts, and vases.

Seventy cities and towns in Massachusetts have spent \$20,000 in five years for works of art, yet none of the money came from public funds. It was all raised thru the activity of teachers and education associations and by means of entertainments given by the children. Sometimes an old citizen will give money for the furnishing or decoration of a school in which he has been a pupil.

It requires about \$100 a room to secure pictures and casts of permanent value, but it is better to be five years in completing the school than to make any mistakes. The fundamental principle should be no crowding, no confusion, no clutter; everywhere order, peace, and beauty.

(To be continued.)

Notes of New Books

GRASSHOPPER LAND, by Margaret W. Morley, author of *THE BEE PEOPLE*, *THE SONG OF LIFE*, *THE RENEWAL OF LIFE*, etc. Miss Morley starts by saying that the book is not for children, but for their grandfathers and grandmothers who were once boys and girls in the country, and who may be in danger, after all these years, of forgetting about grasshoppers. The book, with its many pictures illustrating the life of the grasshopper family in all its different stages, is one for the summer idler to carry with him when he goes to the country, for he will learn much from its pages, as the author has gone very minutely into the subject of this large and joyful family, of which there are 5,000 species. She describes the grasshopper with its whirring wings and hopping legs; the Mantis (which in South Africa is called the God of the Hottentots, and is also known for its fighting proclivities, while in Java the natives amuse themselves with Mantis fights just as people who consider themselves more civilized extract pleasure from cock fights); the Walking Stick; the Migratory Locust of the East; the Meadow Grasshopper; the Katydid; and lastly, the Cricket, whose dreamy cry wavering thru the moonlight night is a fitting good-bye from the grasshopper tribe to the summer idler, who has spent his days dallying with the absurd little people. (A. C. McClurg & Co., Chicago. Cloth, 283 pages. \$1.00.)

AVENELLE, OR THE LONE TREE OF ARLINGTON, AND THE FRIENDS OF DESPAIR AND OTHER POEMS, by John C. Baird. This is the story of a young man seeking health in the Western plains. It tells of his life on the ranch and how his beautiful sister came out to visit him and meets a terrible fate at the hands of a half-breed Indian, the overseer. The poems, forty-one in number, which fill the remainder of the pages are mostly short, embracing a great variety of subjects. (Mayhew Publishing Co., Boston.)

The Arthurian legend is without question the central fact in English literature. It partakes of the universal character of legends in that it is not a creation, but a growth; the slow accumulation of centuries. During the slow process of evolution other stories have become so inextricably interwoven with the main theme that they appear as integral parts of it. It is from Sir Thomas Malory that most of us have received our version of these hero tales, and yet Malory is comparatively late as an authority. To get the full value of this legendary lore we should go back of Malory to his sources, Chretien de Troies, and the rest. We should see the contribution of each and finally examine the fate of Arthur and his heroes at the hands of the modern poets.

This requires a scholarship which, alas, few of us possess, to say nothing of the time demanded. Howard Maynadier's *THE ARTHUR OF THE ENGLISH POETS* renders a very distinct service then, in making it possible for the general reader to gain a comprehensive view of the growth of the story and the influence it has exercised in literary history. His work is capitably done. To those who have a taste for such pleasure it is of fascinating interest. (Houghton, Mifflin and Company, Boston. \$1.50, net.)

HALF-HOURS IN SOUTHERN HISTORY is delightful. The author, J. Lesslie Hall, Ph.D., professor of English and general history in William and Mary College, is thoroly at home in his subject. The pictures he presents of the South in early Colonial days are intensely interesting and those of the latter times when the South was in its "Golden Age,"

are no less fascinating. The informality of the sketches which make up the volume add greatly to its charm. The carefully prepared index, on the other hand, make it valuable as a book for reference. The volume is well printed, and contains a number of portraits of men whose names are always linked with the history of the South. (B. F. Johnson Publishing Company, Richmond. \$1.50.)

ROBINSON CRUSOE has long been a favorite with children and doubtless will continue to be for many generations to come. It has two qualifications which make it most desirable for young readers. In the first place it is a classic, the work of a great writer, and secondly it tells a story which is of vital interest to every girl and boy.

Margaret Goodwin Meacham, Ph.D., has prepared a good edition of this work well suited for school use. The text, tho not full, presents a connected narrative of the adventures in a most readable form. The book is well made and printed in large, clear type. (The Orville Brewster Publishing Company, Chicago.)

Longfellow's "Evangeline" holds such a large place in American hearts that whatever tells of the life of these Acadian exiles is sure of a warm welcome. Judge Felix Voorhees of Louisiana, has written *ACADIAN REMINISCENCES* from stories told by his grandmother, one of the exiles. She knew Emmeline, "God's Little Angel," whose separation from her lover, subsequent sufferings, and death, are those of Evangeline. The pathos of this simple story will win many readers. The book is well illustrated with photographic reproductions. (The Palmer Company, Boston. \$1.00, postpaid.)

Books Received.

Forbush, William Byron.—*THE BROADENING PATH*, Vol. I. and II. B. F. Bowen & Co., Publisher.

Paine, Ralph D.—*THE GREATER AMERICA*. The Outing Publishing Co.

Patten, Simon N.—*THE NEW BASIS OF CIVILIZATION* The Macmillan Co.

Carpenter, Frank G.—*CARPENTER'S INDUSTRIAL READER*. American Book Co. 60 cents.

Flagg, Isaac.—*PLATO'S APOLOGY AND CRITO*. American Book Co. \$1.40.

Herrick, Glenn W.—*TEXT-BOOK IN GENERAL ZOOLOGY*. American Book Co.

THE SCHOOL JOURNAL

A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

For superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 37th year. Subscription price, \$2.50 a year. Like other professional journals *THE SCHOOL JOURNAL* is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued two monthlies—*TEACHERS MAGAZINE* (\$1.00 a year) and *EDUCATIONAL FOUNDATIONS* (\$1.25 a year), presenting each in its field valuable material for the teachers of all grades and the student of education; also *OUR TIMES* (current history for teachers and schools), weekly, \$1.25 a year. A large list of teachers' books and aids is published and kept in stock.

A. S. BARNES & CO., PUBLISHERS, 11-15 E. 24th Street,

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National Educational Association.

INFORMATION CONCERNING TRAVELING EXPENSES, MEMBERSHIP, BOARD AT LOS ANGELES, ETC.

The Executive Committee of the NATIONAL EDUCATIONAL ASSOCIATION is authorized to announce the following railway rates, arrangements, and programs for the FIFTIETH ANNIVERSARY CONVENTION to be held in LOS ANGELES, CALIFORNIA, **July 8-12, 1907.**

Railroad Rate: The railway lines of the TRANS-CONTINENTAL PASSENGER ASSOCIATION have announced one lowest normal first-class limited one-fare rate for round-trip tickets from all points west of Duluth, St. Paul, Chicago, Peoria, St. Louis, Memphis and New Orleans.

This rate will permit going by one direct line and returning by another without extra charge except that if the trip is made one way thru Portland, Ore., via either the Shasta route or the San Francisco and Portland Steamship Company line, an arbitrary of approximately \$12.50 is added.

The round-trip rate will be as follows:

	via direct lines	via Portland one way
From Chicago.....	\$62.50	\$75.00
From Memphis.....	59.15	73.55
From Saint Paul.....	59.90	68.90
From Saint Louis.....	57.50	70.00
From New Orleans.....	57.50	75.00
From Missouri River points.	50.00	62.50

The N. E. A. membership fee of \$2.00, which in former years was added to the rate, will not be so added this year, but will be collected at the N. E. A. Registration Bureau in Los Angeles or San Francisco, and the N. E. A. Secretary's certificate attached to the return portion of the railway ticket as a condition of validation for return passage by the Joint Railway Agent. This membership is open to everybody and will secure special rates for entertainment in Los Angeles, and all other convention privileges accorded to members, including a coupon entitling the member to the volume of Convention Addresses—a cloth bound volume of about 1,000 pages—delivered to any address, express prepaid.

The Interstate Commerce Commission recently issued

a ruling under which it is not permissible for the railroads to collect the N. E. A. "membership fee" in the purchase price of the railway ticket; but the same ruling specifically provides that the validation by the Joint Railway Agent of the return portion of the round trip ticket may be limited to those who have paid the membership fee at the place of meeting, or before and whose tickets bear the Certificate of the Secretary of the Association to that effect. To this arrangement the Trans-Continental lines have agreed.

This will make no other difference in the rate, than that the membership fee will be collected by the Secretary of the Association at Los Angeles instead of by the railroads in the purchase price of the ticket.

Dates of Sale: From Trans-Continental gateways and from points east of but not including Colorado common points (Cheyenne to Trinidad, inclusive), and east of El Paso and Dalhart, **June 22 to July 5, 1907.**

From Colorado common points (Cheyenne to Trinidad, inclusive), and west thereof, and from El Paso, Dalhart, and west thereof, **June 23 to July 6, 1907.**

From points east of Chicago, Saint Louis, Memphis and New Orleans the dates of sale will probably be sufficiently earlier than those announced above to enable passengers to reach those gateways on **June 22 to July 5, 1907**, (inclusive).

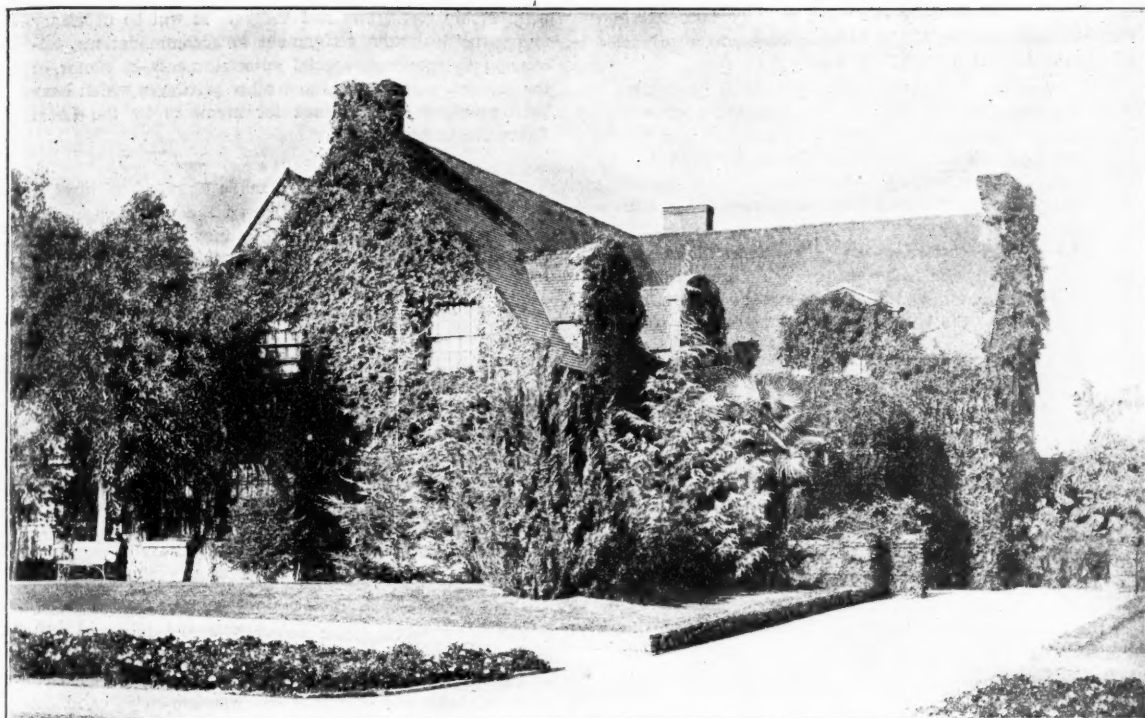
Return Limit: The return limit on all tickets will be September 15, 1907.

Stop-overs: Stop-overs will be allowed both on the going and returning trips at all points west of Chicago, Saint Louis, Memphis, and New Orleans. To secure stop-overs application should be made to the train conductor before the ticket coupon covering that part of the journey is removed. At certain points, specified in the ticket contract, tickets must be deposited with the Joint Agent at the stop-over point. Passenger conductors will furnish ticket holders with all information governing these regulations. The going trip must begin on date of sale and must be continuous up to and including the stop-over points named above.

Validation of tickets for return: Both San Francisco



Patio, Gail Borden's Residence, Alhambra.



An Eastern Home with California Embellishments, Los Angeles.

and Los Angeles are made terminal points for the going trip. All tickets must be validated for return from one or the other of these points, by the Joint Railway Agent appointed for that purpose. All tickets may be validated at Los Angeles if so desired by the holders.

In accordance with the Railway Ticket Contract the return portion of each ticket must bear the certificate of the Secretary of the N. E. A. that the holder has paid the \$2.00 Membership Fee for the Los Angeles meeting, before it can be validated for return by the Joint Railway Agent either in Los Angeles or San Francisco.

If any ticket holder fails to reach the place of meeting before the close of the convention the Certificate of N. E. A. Membership may be obtained, at any time before September 10, from a representative of the Secretary of the N. E. A. in the office of the Joint Railway Agent either at Los Angeles or San Francisco.

The Joint Agency in Los Angeles will be at 217 West Second Street and will be open daily (July 1 to Sept. 10), from 6:30 a. m. to 7 p. m.

The Joint Agency in San Francisco will be at 789 East Market Street and will be open daily (July 1 to Sept. 10), from 6:30 a. m. to 8:00 p. m.

It should be noted that the arbitrary of approximately \$12.50 additional charged for tickets reading one way thru Portland, Ore., provides for going or returning via either Huntington, Ore., or Billings, Mont., and the Missouri River; also via any Northern line thru Saint Paul, Minnesota, or thru Winnepeg and Port Arthur, from most eastern territory.

GENERAL INFORMATION.

RECEPTION

All trains entering Los Angeles will be met by members of the Reception Committee and the visitors conducted to the General Information Bureau, and the Official N. E. A. Headquarters, where they will register and, if they have not already made hotel reservations, will be assisted in selecting accommodations. It is earnestly requested that all will register immediately upon their arrival in order that their friends may know of their presence in the city. It is not expected that accommodations will be assigned to any persons who are not registered as members of the N. E. A. At the Information Bureau

will be found the representatives of the Commercial Bodies from all over the State, who will gladly give any information desired regarding their locality. The local committee advise that accommodations be secured in advance as far as possible. In applying for accommodations, the number and sex of the members of the party, desired grouping of same in rooms, and prices they are willing to pay, should be definitely stated. Address all correspondence to MR. FRANK WIGGINS, Secretary Executive Committee, Los Angeles, Cal.

HEADQUARTERS

The HOTEL ALEXANDRIA has been selected as Headquarters of the EXECUTIVE COMMITTEE, the BOARD of TRUSTEES and the DEPARTMENT OFFICERS of the N. E. A. during the Convention.

States also may secure headquarters parlors at The Alexandria, as well as at other first class hotels in the immediate vicinity.

The daily rates at The Alexandria will be as follows:

European Plan—150 Rooms—Room without bath, for one person \$2.00 to \$2.50, for two persons \$3.00 to \$3.50; with bath, for one person \$3.00 to \$5.00, for two persons \$5.00 to \$7.00, for three persons \$7.00 to \$9.00.

Single parlors for state headquarters, \$10.00 per day; two parlors en suite, \$15.00 per day.

ACCOMMODATIONS IN HOMES

Los Angeles is a city of beautiful homes. The hospitality of her people is far famed. For the entertainment of the National Educational Association visitors, the hospitality of thousands of homes has been offered to the committee. This will not only assure the most comfortable accommodations at reasonable rates, but will also bring the visitors in contact with the social life of the people.

Accommodations can be found for at least 15,000 people in private families, and some of the smaller family hotels, at 50c per day, per person, two in a room. If meals are desired arrangements can be made to get breakfast and 6:00 o'clock dinner, or one meal only, at 50c per meal. A limited number can be supplied at something less than this.

Room and board by the week may be obtained in family hotels at from \$12 to \$15 per week and in private families at from \$10 to \$12 per week.

It is believed that many teachers will be pleased with accommodations in the new, modern, apartment houses in which a party of four or six can secure a suite of rooms equipped for light housekeeping for from \$7.00 to \$10.00 per week; getting their own meals, if they wish, from supplies obtained at the very excellent delicatessen stores.

The average cost of rooms in general will be from 50c to 75c per day for each person; from 75c to \$1.00 per day for rooms in family hotels; and not to exceed from \$1.00 to \$3.00 at the largest hotels.

RESTAURANTS

Many of the members will no doubt prefer to take rooms and to get their meals at restaurants. Los Angeles has perhaps the largest number of restaurants of any city of its size in the United States. There are over 400 in the business section alone. Excellent meals can be obtained at these restaurants at from 15c to 50c.

ASSIGNMENT

The assignment of accommodations will be made at the headquarters for registration. Special street cars, from all railway stations, will run direct to the headquarters for the Reception Committee, the N. E. A. Registration Bureau, and the Hotel Committee. After registration and assignment, guides will conduct the visitors to their quarters.

MAIL AND TELEGRAMS

For the convenience of the N. E. A. visitors, arrangements have been made for an N. E. A. sub-postoffice which will be located at the Information Bureau. All mail intended for delivery at this post office should be addressed, "Care of the N. E. A. Post Office, Temple Auditorium, Los Angeles." The offices of the Western Union and Postal Telegraph Companies will also be located at the Information Bureau, and telegrams may be sent to the same address. Mail and telegrams should not be addressed to the personal care of any officer of the N. E. A. since they will have no facilities for caring for or delivering them.

MEMBERSHIP AND BADGES

It is of the utmost importance that all visitors register promptly on reaching the city, and obtain N. E. A.

membership certificates and badges. It will be necessary to register to obtain assignment to accommodations, admission to meetings, special entertainments in honor of the visitors, reduced rates and other privileges which have been provided and obtained for members by the Local Executive Committee.

GUIDES

The corp of guides will be made up of school boys of Los Angeles, who have volunteered their services in the entertaining of the visitors. They may be recognized by their official badges, and they are at the service of the visitors at all times and places.

BAGGAGE

If accommodations have been secured in advance, prompt delivery of baggage will be facilitated by exchanging the baggage check with the authorized transfer agent, who will go through every train just before its arrival in Los Angeles. If quarters have not been secured, checks should be held until Los Angeles is reached and the parties have registered at the N. E. A. Registration Bureau. A member of the Information Committee will have charge of the baggage arrangements, and after assignment to rooms, will arrange for the prompt delivery of baggage.

SUMMER CLIMATE

The summer climate of California along the coast and in the mountains is remarkable for its cool days and cool nights, which, together with its uniformity and absence of humidity, makes it ideal for summer outings. There is no rain the summer thru to interfere with camping out. The variation along the coast between the maximum temperature of summer and winter very rarely exceeds fifteen degrees, and the difference between mean temperatures very rarely exceeds ten degrees. The Pacific Coast is very much cooler in summer than the Atlantic, and any visitor to the Convention may be sure of suffering absolutely not one day of discomfort from hot weather or from storm either at or near the California beaches or in California mountains.

The Local Committee of the N. E. A. at Los Angeles has published a booklet on "A Vacation in California and its Cost" in which a great number of side trips in California are given with cost of transportation, board, and other expenses at each place. Copies will be sent on postal card application to the Secretary of the Local Committee N. E. A., Chamber of Commerce, Los Angeles, California.



Westminster Hotel, Los Angeles.

The Educational Outlook.

State Superintendent Fairchild of Kansas, has announced that at the next meeting of the Legislature he intends to have introduced a bill fixing minimum teachers' salaries.

Hon. George H. Martin, Secretary of the Massachusetts State Board of Education, gives some instances that show the need of compulsory examination of the eyes of school children. He says:

"A child has been supplied with glasses left by a recently deceased grandmother.

"A father held an apple and an orange in his hands, and, finding his child could distinguish them across the room, declared that nothing was the matter.

"Another father tried his own glasses on his child and because the child could see nothing refused to buy others."

The enrollment of parochial schools in Dubuque, Iowa, is larger than in any other city in the United States, based on school population.

Business Reasoning.

On June 7 the Board of Education of Rochester, N. Y., settled the salary question with following businesslike resolution:

Whereas, The salaries of grade and kindergarten teachers in the public schools were advanced in September, 1903, from a minimum of \$250 to \$300 and from a maximum of \$550 to \$600, and again advanced in September, 1906, from a minimum of \$300 to \$400 and from a maximum of \$600 to \$650, increasing from minimum to maximum at the rate of \$50 every other year; and

Whereas, The increased cost of living demands a further increase in pay;

Resolved, That the salaries of grade, kindergarten, and manual training teachers be, and hereby are, fixed as follows:

1. The minimum salary of all teachers shall be \$450.

2. The maximum salary of kindergarten teachers shall be \$650; of kindergarten directresses and grade teachers, \$700; of manual training teachers, \$750.

3. The annual salaries of all teachers shall be increased September 1, 1907, \$50, excepting however, that no teacher whose salary shall have been increased within one year preceding September 1, 1907, shall receive a further increase of salary until the expiration of one year from such prior increase.

4. Salaries of all grade, kindergarten, and manual training teachers shall after September 1, 1907, increase at the rate of \$50 per annum until the maximum is reached.

5. The increases in salary of teachers hereafter appointed shall be made from the beginning of a semester nearest to the date of appointment.

Institution Crippled.

The Minnesota Legislature has cut the appropriation for a girls' training school from \$100,000 to \$25,000. This will probably delay the opening of the new institution for three or four years. The State Board of Control expects to have a site donated, but the \$25,000 allowed is not enough to put up a large building. It will build a cottage, but will not give room enough to house the number of girls now at Red Wing. The institution will not be divided and the girls will not be moved from Red Wing till there is room for all of them in the new location.

No Two Alike.

Dr. Robert Ellis Thompson, of the Boys' High School, Philadelphia, in addressing the Friends' Educational Association the other day, said:

"God never made two faces or two

characters alike. He does not duplicate—and the fault of much of our education is that we strive to make a lot of duplicates in defiance of the plain teaching of the Lord of the earth. In short, there is a proneness to suppress the pupil when he begins to see things for himself, and do things after his own way. What we want to do is to develop the boy and the girl along the line of their strength."

Old Home Week.

Boston's historic background is at all times one of its chief attractions. Old Home Week is to be celebrated July 28 to August 3, and during that time the points connected by association with events of importance in national or city history will be made of especial interest to the thousands who are expected to visit Boston at that time.

The outline of the program is as follows:

Sunday, July 28—"Founders' Day." Dedicated to Blackstone, Winthrop, and the founders of Boston.

Monday, July 29—"Patriots' Day." Dedicated to Adams, Hancock, Revere, and the patriotic sons of the city.

Tuesday, July 30—"Greater Boston Day." Dedicated to the Suburban communities.

Wednesday, July 31—"New England Day." Dedicated to the people and

governors of the New England States.

Thursday, August 1—"Massachusetts Day." Dedicated to the people and the industries of Massachusetts.

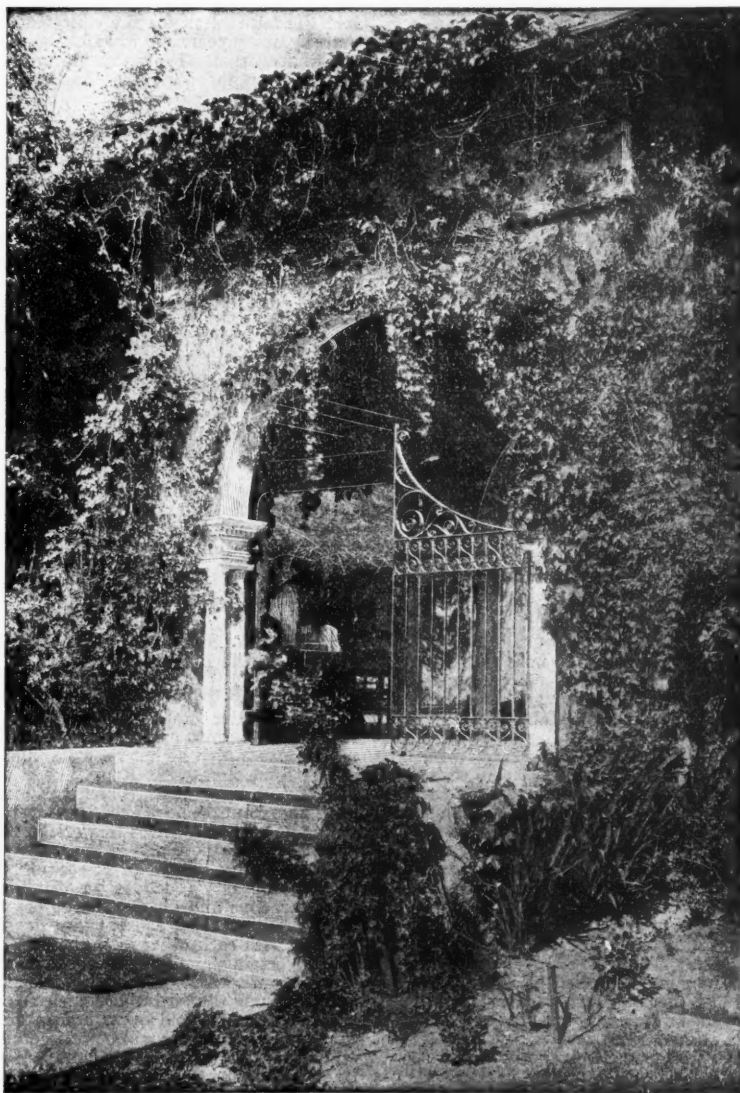
Friday, August 2—"Women's Day." Dedicated to the public-spirited women of Boston and State.

Saturday, August 3—"Military Day." Dedicated to the defenders of the Commonwealth—including the mobilization of the entire State militia.

Fireproof Buildings.

It is no argument, says the Philadelphia *Public Ledger*, to say that there never have been any serious fires in Philadelphia school buildings in school hours, and that with stairways and corridors protected the risk is insignificant. The school authorities have no business to take chances where interests so priceless are concerned, and the common sense of the community will sustain a decision to insist upon the best and the safest form of construction that can be adopted for the schools.

The very fact of a fireproof construction will give a sense of security to teachers and pupils, which in case of emergency may be of incalculable value as a preventative of panics, and that alone is sufficient to justify the Board in authorizing the greater initial outlay.



Entrance to Patio, De Rosas, Los Angeles.

Public Education Association.

The following portion of the twenty-sixth annual report of the Public Education Association of Philadelphia deals with some of the most important phases of Philadelphia's school problem.

The report says in part:

"The chief efforts of our Committee on High Schools have been directed first towards general recognition of the principle that our district high schools—the need for which is now recognized—should provide for both boys and girls, and include classical, scientific, commercial, manual training, modern language, and domestic science courses. Secondly, that the South Philadelphia High School, at Board and Jackson Streets, should be organized on this basis. We are glad to record the success of this second effort except in regard to co-education.

"In our last report the immediate need for four district high schools, their character, co-education, the example of other cities, and the need for broadening the scope of the Commercial High School for Girls were all dealt with at length.

"We believe that those appointed to the Board of Public Education should be chosen solely with a view to their interest and ability to provide an adequate school system based upon modern needs and organized in the spirit of the modern type of school law, and we believe that at least two members of the Board should be women. We believe that the best modern school organization requires less executive work and committee rule than now obtains in our Board of Public Education and on the other hand a more adequate organization of its executive departments.

"We believe that deficiencies such as provision for an Examining Board can and should be provided for by the Board of Public Education, altho not required by law, and finally that the Board and public opinion should exert every influence to secure adequate support for the schools, first, by demanding that the State appropriation for schools be placed each year directly to the credit of the schools, and secondly, by demonstrating to Councils that the five mills is and always will be required for proper maintenance of the schools alone, and that the equivalent of an extra mill must be appropriated for school sites and buildings, if we are to keep pace with the annual increase of 3,222 in school population and the annual deterioration in the school plant. A loan of \$5,000,000 is now needed to catch up with past neglect in these respects, but in addition to that loan, provision for the future must be made in such a way that the present deplorable conditions may not recur each year and become, as they have been for ten years now, a chronic condition."

Women in Hall of Fame.

It is interesting to note that the three women who found places among the twelve famous Americans, busts of whom were unveiled in Hall of Fame, New York, on Memorial Day, were all educators. They were Miss Mary Lyon, born at Buckland, Mass., in 1797, died in 1849; one of the earliest woman principals; one of the founders of the academy for girls at Derry, N. H., which was the first in the United States to give diplomas to women; raised the necessary funds after many discouragements and founded Mount Holyoke Seminary, which opened in 1837 under the authority of a charter from the State of Massachusetts.

Mrs. Emma Willard, born at Berlin, Conn., in 1787, died at Troy, N. Y., in 1870; became a teacher at sixteen; opened a seminary for girls at Waterford, N. Y., in 1819, and two years later the Troy Female Seminary at Troy, N. Y.; influential in founding in Greece of a school for training of native women teachers there; wrote many school books

and the famous poem, "Rocked in the Cradle of the Deep."

Miss Maria Mitchell, astronomer, born in Nantucket, Mass., in 1818, died at Lynn, Mass., in 1889; daughter of an astronomer; made many discoveries of comets and studies of nebulae; received gold medal from King of Denmark; professor of astronomy at Vassar College, 1865 to 1888; received degree of LL.D. from Hanover College in 1852, and from Columbia College in 1887.

Parents' Day Inaugurated.

May 31 was observed as Parents' Day in the schools of Poughkeepsie, N. Y. This was the first time that Parents' Day has been held in the public schools of the city and it proved a great success in every respect. It was inaugurated by Superintendent Smith to give parents a chance to see the work done by the pupils in the schools, and also to give the teachers an opportunity to see what other teachers have done, by visiting their schools and examining the work. It was a great success.

Saving Element in Athletics.

Superintendent Carroll, of Rochester, N. Y., speaking at the forty-sixth annual meeting of the Teachers' Association of Chautauqua County, N. Y., said:

"Activity is the law of life, but the school for many years has been a place of restraint. We are getting away from this idea and are learning that education and activity are synonymous. Froebel laid the foundation for the education of activity many years ago when he founded his kindergarten. From this play in the kindergarten the movement has spread, so that in the high schools and colleges we have our athletic contests. And whatever we may say about some features of athletics, I cannot but believe that there is a large saving element in athletics.

School Attendance.

Chicago's new charter contains excellent provisions for compulsory education. Children between the ages of twelve and sixteen must attend school not less than 110 days in the year, unless excused for certain specified causes.

This harmonizes the law regarding compulsory education with the child-labor law, which forbids the employment of children under sixteen years of age. At present compulsory education can be required only between the ages of twelve and fourteen. Under certain conditions children may be employed between the ages of fourteen and sixteen for not more than five hours a day and five days a week. Every employer of children between the ages of fourteen and sixteen must report the conditions of employment in detail to the Board of Education. When the employer ceases to employ a child between these ages the fact must be reported to the Board.

Superintendent Rapp's Plan.

Superintendent Rapp, of Berks County, Pa., is putting into execution a most excellent plan which he has been formulating for some time. Mr. Rapp, like other men of sound judgment, is seeking to impress upon country boys and girls that the city is not the only place to work in nor the most desirable place to live in.

The plan by which he is seeking to combat the city's call is to establish clubs for boys and girls. The object of the clubs is to bring the boys into competition with each other in the matter of raising certain vegetables and other farm employments, and create a friendly rivalry among the girls about their cooking, needle work, and other housewifely employments. Prizes will be offered and exchanges of ideas made possible. It is Mr. Rapp's hope that pride in doing their line of work well will keep many a boy and girl from going to the city.

Manual Equipment.

The latest addition to the manual training equipment of the Tilden School, Chicago, is a brass foundry. To R. T. Crane is due credit for its establishment.

The equipment includes a charcoal blast furnace, an assortment of bellows, trowels, tamps, ladles, and patterns.

"It's a good thing," said Mr. Winchell, the teacher, "for the boys who never can do anything at home. If the window needs fixing, or the door comes off its hinge, the hammer is lost, or there are no nails to be found, these boys will rise to the occasion. They will learn how to make a hammer, if they haven't got one, and the course, will go far toward making them self-reliant and giving them confidence in their own powers.

"It is not intended as an apprenticeship, but it certainly ought to open up new fields and develop ingenuity and produce initiative."

School Possibilities.

Prof. Paul H. Hanus of Harvard, a member of the Massachusetts commission on industrial education, speaking the other evening in Lawrence, told of the kind of schools which it is the desire of the commission to see established all over the State. He closed his address with a prediction of the results of establishing such schools:

"We would have a body of workmen to compete with any in the world. The people would rapidly rise industrially and the employer and employee would benefit. Massachusetts is poor in natural resources so it must make better goods and better the conditions for the workmen. There is always industrial discontent, but that is nothing more than ignorance. Let a man attend an industrial school, where he can become educated, then if he becomes discontented, it will be enlightened discontent."

Recent Deaths.

Mr. Edward C. Delano died in Chicago on June 7, aged seventy-four years. Death was due to heart failure. In 1856 Mr. Delano went to Chicago as a teacher in the old Central High School. In 1877 he was made district superintendent. Last year his half century of services in the schools was celebrated at a banquet and it was his intention to retire from active work at that time. He heard, however, that some one antagonistic to Superintendent Cooley was to be put in his place; his decision was immediate—"I'll stick to the ship until this fight is over," he said.

Supt. William H. Eldridge, of Gloucester County, N. J., died at his home in Williamstown on June 8. Mr. Eldridge was born on October 28, 1850. He was a graduate of the State Normal School. He taught at Swedesboro, Pennsgrove, May's Landing, Williamstown and Mantua, and in 1892 became county superintendent. Mr. Eldridge was at one time president of the New Jersey State Teachers' Association.

Dr. John Moore Hawkins, for twenty-five years principal of the training school at New Brighton, Staten Island, died at his home in Pulaski, N. Y., on June 6. Dr. Hawkins was a graduate of Yale and served during the Civil War, being mustered out as a brevet major at its close. Four years ago he retired from active teaching and went to Pulaski. He was a well known member of the G. A. R.

Miss Caroline A. Carpenter who for thirty-two years had been connected with the Lasell Seminary in Boston, died at the close of the graduating exercises, on June 12. Miss Carpenter was born in Saratoga Springs, N. Y., was educated in the public schools there and at Emma Willard Seminary. Before going to Lasell Seminary she conducted a private school of her own.

In and About New York City.

Dr. Henry M. Leipziger, supervisor of lectures of New York City, received the degree of LL.D. from Union College at its annual commencement. Few men deserve an honor so fully.

At its recent meeting the New York Board of Estimate refused to transfer to other purposes \$33,000 appropriated for medical inspection in the schools. The decision assures the continuance of this work and is considered of great importance by the school authorities.

The trustees of the Normal College have voted to confer the degree of Bachelor of Arts upon three members of the seventh year graduating class, and upon 273 members of the sixth year class.

An idea which is worth copying in other schools has originated at the Morris Evening High School. The students of German felt that they had reached a point in their study from which they would like to go on, so a German Club was formed and meetings will be held during the summer.

The following significant paragraph is taken from the report of the committee appointed by the New York Teachers' Association to investigate the subject of teachers' promotions: "It is much easier to conduct written examinations. Placing a mark upon the ability of a teacher to name the educators of a past century is much easier than to state to what degree of excellence he can teach a class in a given subject. While such examination must always be used to determine the applicant's knowledge of the necessary scholastic and professional subjects, the tendency has been to forget that these are but the tools (with other elements) which the teacher uses to achieve results. In our profession alone there seems to be a fatuous determination to examine constantly the tools which our educational laborers use, rather than the work and results which they achieve.

June 22 is the date finally selected for the first annual dinner of the Interborough Women Teachers' Association. The dinner will be one of the largest school dinners ever held in New York. Representatives of the State and city governments, members of the Board of Education, and prominent educators will be among the guests.

Women in the high schools have organized a High School Branch of the Interborough Association of Women Teachers. Miss L. E. Gano, of the Wadleigh High School, is chairman and Miss Nightingale, of the Washington Irving, is secretary.

Dr. J. Charles Walker, of the Central High School, of Philadelphia, has been appointed professor of French in the Normal College at \$4,750 a year. He will succeed Prof. Eugene Aubert, retired.

Board Wins.

Assistant Corporation Counsel Stephen O'Brien has successfully managed four suits for the Board of Education. The following are the cases:

In the case of Hoeffling vs. the Board of Education, it was claimed that the plaintiff was entitled to rank and pay of assistant to the principal and as principal, she having been in charge of a school of nine classes temporarily and her services as principal having been accepted. The lower courts upheld the contention, but

L. B. Grandy, M. D., Atlanta, Ga., says: In my practice, antikamnia tablets are the remedy for headache and neuralgia, some cases yielding to them which had heretofore resisted everything else. I usually begin with two tablets and then give one tablet every hour until relief is obtained. A refreshing sleep is often produced. There are no disagreeable after-effects.

on the appeal Mr. O'Brien secured a reversal of the judgment.

The case of Catherine Sheehan vs. the Board was a claim for rank and pay as principal, which was won in the lower court and was sustained on the appeal.

Mrs. Walker, in the suit of Walker vs. Maxwell, was out of the system at the time of consolidation, but claimed the right to be placed on the list for promotion under her State license. The lower court held that the law affected only those in the system and this opinion was affirmed by the Appellate Division.

The fourth and last suit was another of the cases of persons who claimed rank and pay as assistant to principal. It had been won by the Board of Education in the lower court and was sustained upon appeal.

Salary Committee.

President Winthrop of the Board of Education has announced the appointment of the following special committee to revise the teachers' salary schedules:

Robert L. Harrison, chairman; George Wingate, Cornelius J. Sullivan, John Greene, and Hugo Kanzler.

If possible a preliminary report will be presented by the committee at the meeting of the Board of Education on the twenty-sixth of this month. If so, it will be laid over for action until the first meeting in July, in order to give the members an opportunity to study the new schedules.

Folk Dances in Summer School.

Among the most valuable and interesting contributions which have been made during the past few years to school work in physical training is instruction in national and folk dances, and general rhythmic movements.

New York University in its summer school will offer valuable courses along this line. The folk dancing courses will be under the direction of Louis H. Chalif, ballet master of the Odessa Government Theater, and Miss Cornelia F. White, of New York City, and will embrace all forms of rhythmical games, from the simple ceremonial dances for Thanksgiving to the complicated national dances which are supposed to reflect the spirit of the people.

Dr. Luther Halsey Gulick, who is to have charge of the department of physical training, will give a course on the organization and administration of playgrounds and clubs, in which he will discuss "The Gang as a Masculine Social Unit," and will deal in detail with the playground and club as agencies for the physical welfare of boys and girls and their development into "the efficient life." To supplement this course there will be one in practical work for playgrounds, in which games and exercises will be carried out. Dr. Gulick also will give a course on personal hygiene, in which he will deal directly with bathing, recreation, nutrition, narcotics, and physical, mental, and emotional health. He will also give a course in school hygiene, and one in anatomy in relation to physical education, in which the physical effect of the school-room on the child will be discussed.

To Revise Salary Schedules.

Some time since the Board of Education determined to take up the question of salaries if the White bill should be defeated. At the meeting on June 12 the by-law committee presented resolutions authorizing the appointment of a committee to revise the salary schedules. The resolutions were adopted, and if sufficient money can be secured from the Board of Estimate much more liberal salaries may be expected in the future.

Chairman Greene of the finance com-

mittee urged prompt action by the committee, as the budget for 1908 must be submitted to the Board of Estimate on July 15, two months in advance of the usual time, and provision for the revised schedules would have to be made in the estimate.

To Prevent Absences.

The "Equal Pay" campaign being over for the year, the New York Board of Education, at a recent meeting, discussed the frequent absences from class which the trips to Albany in the interest of the White bill had occasioned. As a result resolutions were adopted referring the matter to the by-laws committee, with instructions to frame regulations which would make such absences impossible, and the city superintendent was instructed to report the names of those teachers whose absence was due to causes not prescribed by the by-laws (serious personal illness, death in the immediate family, quarantine, court).

At the suggestion of Commissioner Wingate, the city superintendent was requested to ascertain and report to the Board whether any pupils in any schools have been requested by any members of the teaching and supervising staff to secure signatures to petitions, or have been urged to speak to their parents in regard to securing names to the same.

Appointments and Transfers.

The New York Board of Education has appointed fourteen new principals to fill vacancies or taken charge of new schools. The appointments are: Margaret Laing, Public School 117, Brooklyn; John E. Wade, Public School 65B, Eldridge Street, Manhattan; Charles J. Pickett, Public School 26, Bronx; William McC. Rainey, 9, Brooklyn; Charles E. O'Neill, Public School 17, Brooklyn; Thomas R. Fretz, Public School 36, Brooklyn; William C. Allen, Public School 41, Brooklyn; Robert J. Frost, Public School 55, Brooklyn; Charles E. Springmeyer, Public School 74, Brooklyn; Leon W. Goldrich, Public School 144, Brooklyn; George W. Dorland, Public School 31, L. I.; Charles B. Jameson, Public School 66, Brooklyn Hills; Burdette R. Buckingham, Public School 86, Maspeth, L. I., Samuel Viertel, Public School 21, Port Richmond, S. I.

Eight principals were also transferred: Brooklyn, Frank F. Harding, from Public School 144 to Public School 11; Marc F. Vallette, from Public School 36 to Public School 82; Floyd R. Smith from Public School 55 to Public School 148; Elizabeth S. Harris, from Public School 144 to Public School 65 G., Manhattan; Mary C. Bergen, from Public School 117, Brooklyn, to Public School 73, Brooklyn; Jennie Birmingham, from Public School 26, Bronx, to Public School 90, Manhattan; Carrie S. Montfort, from Public School 57 G, Manhattan, to Public School 159, Manhattan; Minnie Q. Ledwith, from Public School 82, Brooklyn, to Public School 109 G, Brooklyn.

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Here and There.

The Board of Education of Newark, N. J., has decided to increase the number of lecture centers next year. The schools where the lectures will be held are: Abington Avenue, Alexander Street, Avon Avenue, Belmont Avenue, Bruce Street, Elliott Street, Franklin School, Fourteenth Avenue, Hamburg Place, Morton Street, North Seventh Street, South Eighth Street, Thirteenth Avenue, the Free Public Library and the First Presbyterian Church.

The teachers of York, Kittery, Eliot, and South Berwick, Maine, have formed the Piscataque Teachers' Association, with the following officers: President, G. L. Moulton, York; vice-president, Mrs. G. H. D. L'Amoureux, Kittery; secretary and treasurer, Mrs. Edward Baker, York. Meetings of the association will be held in rotation in each of the towns comprising the organization, and the dates of meeting will be fixed by the officers.

Prin. Van Evrie Kilpatrick, of Public School No. 52, Manhattan, has been asked to address the principals of Chicago on "Departmental Teaching in Elementary Schools." Superintendent Cooley has had an article by Mr. Kilpatrick on the same subject widely distributed among his principals.

The first meeting of the Women Teachers' Borough Club met on May 31 at the Curtis High School, New Brighton, Staten Island. Mrs. Cornelia Kelly-Hood, of the Brooklyn Institute of Arts and Sciences, was the speaker of the afternoon. Her subject was "The Influence of Women's Clubs." If anything can be judged from a good beginning, the Association has a useful future before it.

The National Farm School at Doylestown, Pa., held its annual exercises on June 9. Mayor Reyburn, of Philadelphia, presided. Others who took part in the exercises were Dr. David Blaustein, director of the Educational Alliance of New York, Arthur Kuhn, Rev. S. M. Fleischman, George H. Maxwell, of Chicago, and Pres. Nathaniel Meyer, of the Hebrew Technical School for Girls, New York.

Cedar Rapids, Iowa, has been enjoying an exhibition of the work of its schools. The exhibit was recently returned from Cleveland, where it had received a great deal of notice from the manual training and art teachers at their convention. It will be sent to Buenos Ayres, having been chosen for this purpose by Ernesto Nelson, the representative of the Argentine Republic now in this country.

Wylie L. Gilmore has succeeded R. G. Allen as superintendent of Lawrence County, Pa.

The June issue of Messrs. Houghton, Mifflin and Company's *Educational Bulletin* contains an article by Mrs. Alice Woodworth Cooley, on "Teaching Language in the First Three Grades."

Mrs. Cooley is the author of "Language Lessons from Literature" in the Webster-Cooley Language Series. Copies of this article of hers will be sent postpaid to any address upon request.

Messrs. Houghton, Mifflin and Company will also be glad to send other monographs by Mrs. Cooley and by Mr. W. F. Webster on the teaching of English from grade four up thru the high school, and circulars showing how the books of the Webster-Cooley Language Series can be grouped to meet the requirements of any system of schools.

Employment for Consumptives.

Country employment for consumptives is the subject of a report made by a special committee of the Committee on the Prevention of Tuberculosis of the New York Charity Organization Society. The Committee, bearing in mind that for many years the dispensary physician and the private doctor has been ordering consumptive patients to leave the city and to get light work in the country, decided to make a systematic investigation of this method of dealing with tuberculosis.

Carefully conducted experiments to determine the suitability of light farm work for patients with incipient cases of tuberculosis led to the following conclusions:

(1) Occasionally indigent consumptives can be placed in suitable country-employment with exceedingly good results.

(2) Comparatively few of such patients desire such work sufficiently to apply for it, and the great majority of those applying are absolutely unsuitable, either from medical or social reasons, or from both.

(3) Patients with only incipient tuberculosis and consequently in good physical condition, can with difficulty be persuaded to give up their city employment for the uncertainties of work in the country. Moreover, if willing to give up their work, they should be sent directly to a sanitarium.

(4) Altho labor is scarce there is very little demand among farmers for men who cannot do a hard day's work, and the physical and mental make-up of the ordinary tenement-house dweller is very ill-suited to farm life. In small towns

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Edited by FRANK R. RIX

Director of Music, Public Schools, New York City

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and villages there are somewhat better opportunities for tradesmen and artisans. Phthisiophobia, or the unreasoning dread of tuberculosis, was found to be present among the country people, but this was perhaps not so marked as had been anticipated.

(5) Even with the strictest preliminary medical examination, many cases of pulmonary tuberculosis, apparently able to work, will do badly under the strain of work in the country when away from medical supervision.

(6) As a result of our study, we would strongly advise physicians and others not to send consumptives to the country to shift for themselves, for the reason that any scheme for the country employment of consumptives should offer facilities for the careful adjustment of work to the physical ability of each patient. This should be under medical supervision and should include instruction in the rudiments of farm work. A farm school in connection with a sanitarium would perhaps be an ideal arrangement.

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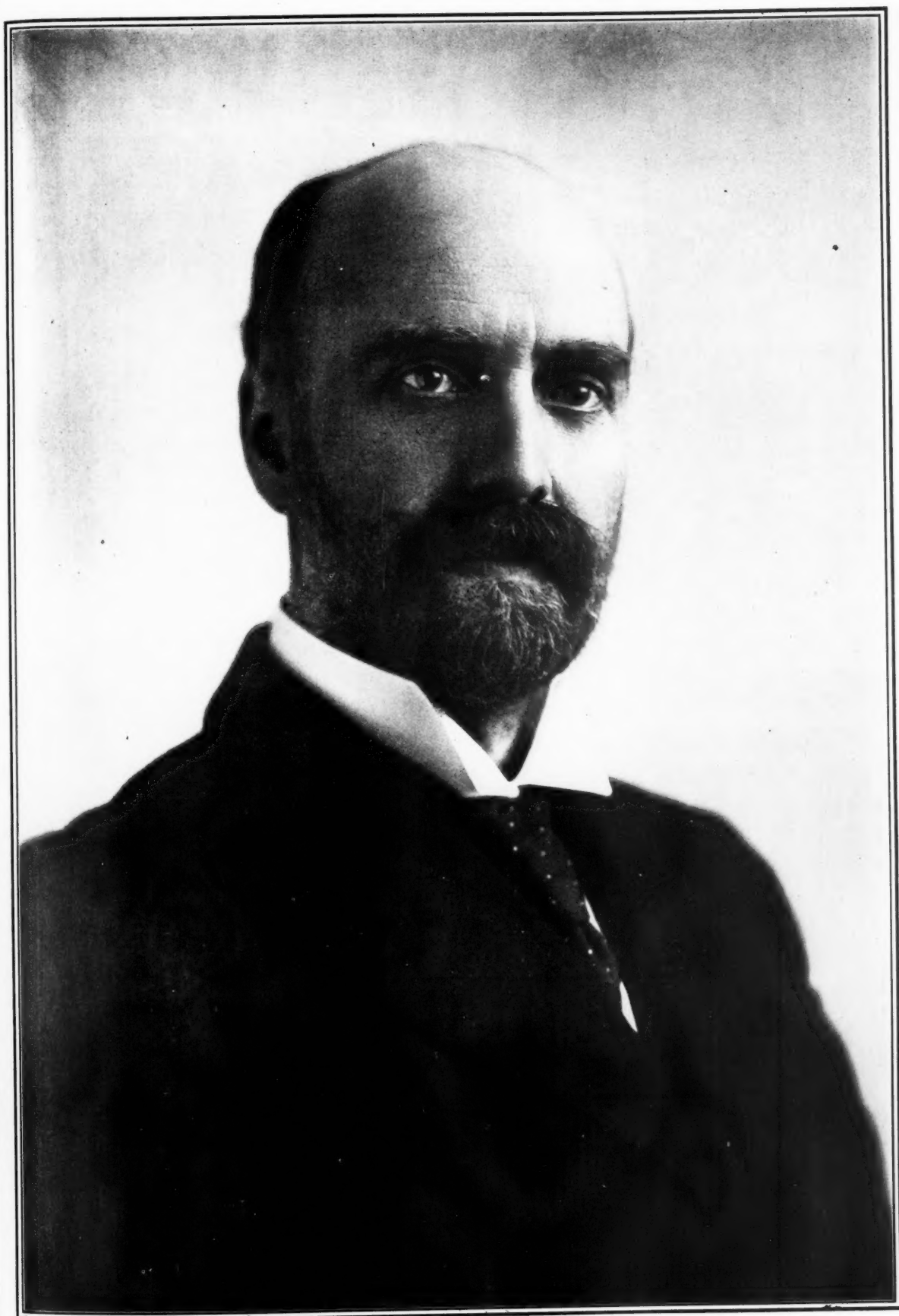
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